

Invited
Baltimore
Welcome!
I've been a
PTA'er

© Mrs Jennell Moorhead
~~Sen Brewster~~
REMARKS ~~Sen Tydings~~
Cong Siskles

VICE PRESIDENT HUBERT HUMPHREY, Cong Maychen
~~atty Gen~~ ~~John~~ ~~June~~ - an
NATIONAL CONGRESS OF PARENTS AND TEACHERS

BALTIMORE, MARYLAND Maya McKelbin

MAY 17, 1966

Twenty-one years ago, President Franklin Roosevelt
issued an urgent call to Congress for federal assistance
to education.

He called such assistance "our national obligation
to all our children." "This country," he said, "is great
enough to guarantee the right to education adequate for
full citizenship."

Tonight we meet at a time when that obligation is
finally being fulfilled. And no one is more responsible
for this than you - the PTA

Your 12 million members have long since proved that citizenship in America is active, not passive.

~~I think~~ ^y you can take it as something of a compliment -- ~~a right handed compliment, so to speak~~ -- that extremist groups have in recent years chosen the P-TA as a target.

~~That~~ extremist groups -- both left and right -- ~~say~~ sounds different. ~~But they do~~ is similar. ~~They~~ share a common contempt for the democratic process and for democracy itself.

But We Know The best way to defend and extend democracy is to put it to work -- meeting people's needs and aspirations.

And that is ^{*what we are doing*} ~~just what we have done~~ with federal ~~legislation~~ ^{*Fed*} for education.

All of you know what the Congress has accomplished, under President Johnson's leadership.

To this audience, ^{I need not} ~~+~~ ~~won't~~ recapitulate the details of last year's historic education legislation, or the additions proposed this year.

I shall, though, give you some illustrations of how the new programs have worked.

First, some dollars and cents figures.

In constant dollars, overall expenditures on education in the school year 1966-67 will be double what they were ten years ago.

◁ And the federal contribution to these outlays has increased even more dramatically.

Expenditures for education through the US Office of Education alone are running at a rate 20 times what they were a decade ago.

Until last year, the federal government gave no general aid to elementary and secondary schools. We now have an Administration request for over 1.3 billion dollars for the coming year.

The long debate over federal aid has dwindled away.

The fear that federal aid would mean federal control ~~has~~ *has hopefully* been laid to rest.

So we can turn from false issues to real ones.

We can ~~stop~~ *stop* arguing whether federal dollars should be put into our schools, and start discussing how to put them to the best use.

On this score, Secretary John Gardner ^{*when private citizen*} has said:

"The need for (school aid) money is less acute than the need for new ways to use it . . . What's needed is a combination of money and good educational ideas."

Secretary Gardner said this when he was still
a private citizen.

But, as Secretary for Health, Education and Welfare,
he acts on this same principle -- a principle which pervades
our new federal legislation.

It is in this spirit that the funds allocated under
Title I of the Elementary and Secondary Education Act -- ~~and the~~
~~the bulk of the new federal funds~~ -- are directed ^{primarily} ~~particularly~~
to the schools and the children who need help ~~most~~ those
in low-income urban and rural areas.

∟ In one problem school in Harlem, the staff has been
strengthened so that its ratio to students is one to eight.
Its ultra-modern playground and fresh interior decoration
have made it a delight to the eyes, inside and out.

In that school, the principal called her teachers together and said:

"At last, we have everything we needed and wanted. Now it's up to us to do the job."

↳ At a nearby junior high school -- a junior high where the children were supposed to be disinterested -- the new federal funds have made it possible to keep the library open after school hours. Those ^{"so-called"} disinterested students have logged out 40,000 books in five months.

↳ In one elementary school in my own city of Minneapolis, 22 mothers have been employed as part-time aides, and there is a waiting list of 115 applicants.

↳ They work as home visitors and as playground monitors; they read to children and do clerical chores.

But Innovation is not confined to the big cities. ~~either~~

A skilled teacher in a poor farming community in Iowa meets with ten small groups of housewives each week to tell them what they can do at home with their pre-school youngsters.

↳ The sessions range from the importance of books and educational toys to instructions in making finger paint from liquid starch and food coloring. They call it "Project Homestart." It costs less than 10,000 dollars a year.

↳ In another rural area, the new school nurse has found that a child everyone thought mentally retarded was actually suffering from severe but remediable physical handicaps. This story has been repeated in other places.

Hearing
Eye
sight

I haven't even mentioned the many imaginative uses that are being made of federal funds for supplementary educational services, under Title III of the Elementary and Secondary Education Act.

The fact is, a veritable explosion of creative thought
and experiment is under way in our school systems.

↳ But not everywhere. — *Is it happening in your school?*

Many of the neediest rural school systems have not
yet been able to get organized to take advantage of the new
opportunities. Here the various State Departments of
Education -- (and funds are provided in the Act to strengthen
them) -- can be of great assistance.

↳ Despite the proven success of Headstart last summer
(-- over 500,000 culturally deprived children took part in it --)
school officials have generally not pushed it with federal funds
during this regular school year.

↳ Only 7 per cent of the children in the pre-school
age group are presently in classes (including kindergarten)
under the school aid program.

↳ You may be able to help.

↳ However, this is only the first year of the new program.

Districts that haven't got off the launching pad this year can do so next year. ↳ Ideas that have proven themselves

in practice can be picked up by other school districts.

↳ *Indeed we need a national inventory of ~~ideas~~ innovations in education.*
↳ ~~Ideas that haven't~~ can be phased out.

↳ *of ~~ideas~~ innovations in education*
↳ At the dawn of Western history, the Greek philosopher

Diogenes said:

"The foundation of every state is the education of its youth."

↳ Foundations are laid in accordance with what we seek to build upon them.

↳ Our goal is to bring into being here in the United States not a handout state or even a welfare state, but a state of opportunity.

We seek to give effect to the "great law of culture" which the great English thinker Thomas Carlyle laid down:

↳ "Let each become all that he was created capable
of becoming."

↳ To achieve this goal, it is not enough that each
American child have the fullest opportunity to develop his
talents. He must also be able to put them to full use.

↳ That is why we are seeking to open all the doors ~~which~~
~~to~~ ~~whom some believe have the~~
closed ~~against~~ those of the wrong skin color, religion, or
last name. Opportunity for all

↳ That is why our economic policies are geared to
vigorous, sustained economic growth, and to the creation
of steadily expanding opportunities for employment and
promotion. - Jobs

↳ That is why we energetically promote scientific and
technological innovation, and their prompt application
throughout our economy.

↳ Youth opportunity
open the doors of opportunity & help
people walk through

handwritten notes:
broaden
open from
hand

↳ That is why we have launched the war against poverty, and are determined to press it forward to ultimate victory.

↳ That is why we are working for an America worthy of its people -- its water fresh and wholesome . . . its air clear and free of pollution . . . its cities fit and safe places in which to live . . . its open spaces refreshing to the spirit.

↳ Moreover, our vision of the Great Society does not stop at the water's edge.

↳ The ideal of Roman education was a sound mind in a sound body.

↳ We have set our sights higher.

We seek a sound America able to help build a sound world.

And we have chosen education as the best means to achieve it.

*Let us be known as the Teacher
not the warrior
the Scholar - not the Politician*

↳ As President Johnson said in his message to Congress on international education earlier this year:

↳ "Education lies at the heart of every nation's hopes and purposes. It must be at the heart of our international relations."

↳ We look forward to a world in which, in the words of the prophet Isaiah:

"Nation shall not lift up sword against nation, nor shall they learn war any more."

↳ The road to that kind of world may be long and hard. But we know, as Thomas Jefferson said, that man cannot be both ignorant and free.

↳ The road to freedom begins in the classroom -- here and everywhere on earth. !

Finally, a personal word.

↳ Education was no plentiful commodity when many of us grew up.

↳ The tale has been told many times of how President Johnson -- and myself, too, for that matter -- dropped out of school to work, then later to return, and then to teach.

↳ We got our college degrees -- far later than many young people today. But we finally got them. And because of that, the path lay open to a world ahead. It was a hard world, true, but it was ours to enter.

oh, How many millions of American men and women, for a million heartbreaking reasons, did not have that opportunity?

↳ How many millions of talents today lie unused, or woefully underused, because:

↳ There was no money.

↳ There was no encouragement.

↳ There was no hope, back at the crossroads of life.

Today America stands as the most rich and powerful nation in the history of the earth.

There is no depression. There are no breadlines.
There are no wind storms grinding American dreams to
dust.

Can we, in our wealth and power, afford the waste
of a single American child?

Can we find any reason for less than excellence
of education and fullness of opportunity for all -- ~~yes,~~
~~my friends, especially for the children of those left standing~~
~~behind before?~~

~~There is no reason to find~~

∟ We have made our national commitment. We intend
to keep it. —

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Thomas Wolfe -

TO EVERY MAN HIS CHANCE-----

TO EVERY MAN HIS SHINING GOLDEN OPPORTUNITY

TO EVERY MAN, NO MATTER WHAT HIS BIRTH,

A CHANCE TO RISE TO WHATEVER HIS MANHOOD AND

HIS VISION CAN COMBINE TO MAKE HIM - - -

THIS IS THE PROMISE OF AMERICA

[Transcript]

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PTA, the grave responsibility of our school to society and the grave responsibility of society to our schools.

He knows, as we do, that the seeds of the future must be sown in the minds of youth.

In the midst of his many and overwhelming activities that you have just heard about, it is cause for pride to the PTA that Hubert Humphrey found time to come and talk to us. We are sure that he did this because he has a message for us that could not be delivered to any one else. Thus, there is something the PTA can do for America that nobody else can do.

Mr. Humphrey, the PTA welcomes you and awaits your message.

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

[The audience arose and applauded.]

THE HONORABLE HUBERT H. HUMPHREY: Thank you very much, Mrs. Moorhead. Thank you for a generous and gracious introduction. And thank you, Mr. Mayor McKeldin for the kind of a welcome that makes you want to live in Baltimore.

Talk about a man of enthusiasm and of good will and good nature, I know of none that can exceed Mayor

McKeldin of the City of Baltimore, Md., and I want to thank you, Mr. Mayor.

Senators Brewster and Tydings, my good friends of the Senate, Congressman Sickles, Congressman Machem, Attorney General Finlan, it is a joy to be here with you and to have had the privilege of coming from Washington with you tonight. And it is such a pleasure to be here with the National Board of the National Congress of Parent and Teachers and all of the representatives from our states and territories and I believe also a representative here from our great sister nation to the North, Canada.

I really looked forward to this visit since I am an old PTAer myself. I think at one time we belonged to at least three PTA's and believe it or not, I attended quite a few of the meetings. I think the teachers were mighty happy when I quit attending, several of them, but it was a joyful experience for us. And then tonight I can't help but feel after listening to Mayor McKeldin list the many duties that I am supposed to have, I can't help but feel just a little tired. Up to that moment, I felt refreshed and vigorous and all of a sudden it dawned on me that I shouldn't feel that way. But now that I have mentioned it and purged

my mind of it, I feel just as I want to, full of enthusiasm for this evening.

I come here to people that love education. I come to talk to you because you are the guardians of education. And I come to speak to you because you value education. And I come to talk to you because we need your counsel and we need your advice. And when I say "we," I mean local and state governments as well as the Federal Government.

I know that you have been having most interesting and provocative sessions. I know you have been evaluating the so-called national assessment and I know you have been looking over federal programs in the field of education. Well may I say that we in the Federal Government, members of Congress of the Executive Branch and those in state and local government will truly welcome what you have to say. We look forward to receiving your observations and your guidance, because much of what we seek to do now is rather new.

Twenty-one years ago, President Franklin Roosevelt issued an urgent call to the Congress of that day for federal assistance to education. It was a plea to a nation. He called such assistance our national obligation to all of our children. "This country," he said, "is great enough to

guarantee the right to education adequate for full citizenship."

President Johnson has said that we seek to give every child all the education that he can take, all that he can possibly absorb. These are national commitments.

But tonight we meet at a time when that obligation of education to every child is being finally fulfilled. And no one is more responsible for what has developed, for what has happened in this field of education than the people I speak to tonight, you of the PTA.

Teachers' salaries are better. Oh, my goodness me, in fact I was talking to some of my professorial friends in a college university the other night, and no matter what the future of politics may offer, if I can just keep my credentials as a teacher, I shall live well.

Your 12 million members have long since proved that citizenship in this America of ours is active and not passive. You have not only proved this, you live it. And I think you can take it as something of a compliment, and I might say a right-handed compliment, that extremist groups in recent years have chosen the PTA as a target. My, you should feel good. Extremist groups, both at the left

and the right, they sound different, but they are very similar, they share a common contempt for the democratic process and democracy itself. Is it any wonder that you have been the recipient of their arrows, their sticks and their stones?

Of course, we know that the best way to defend and extend democracy is to put it to work, meeting people's needs and aspirations. We know that the Lincolnian phrase, "A government of the people, and by the people and for the people," is not something to be memorized, but something to be acted upon. It is an article of faith for living. And because we know that democracy is trying to meet people's needs, that is what we are doing in our great programs of federal aid to education.

Now all of you know what the Congress, the most recent Congress, the ones that these members of Congress serve in, has accomplished under President Johnson's leadership. And I am pleased, Mrs. Moorhead, that you noted tonight that our President and yes, our Vice President, both were teachers. You will be interested to know that the majority leader of the Senate is a teacher. The majority leader of the House of Representatives is a teacher -- an

ex-teacher, but still a teacher. And we teachers are sort of in control and we parents, too, I might admit.

Now to this audience I don't need to recapitulate the details of last year's historic education legislation. Many people have called this 89th Congress the Education Congress and indeed it deserves the title and I don't believe that I need to even tell you of the new proposed legislation. But I can give you a few illustrations of how these new programs have worked and maybe better yet, how they are intended to work.

First, just some dollars and cents figures. In constant dollars -- that takes care of all these fluctuations of prices -- over-all expenditures on education in the school year 1966 and 1967, will be double what they are ten years ago; in constant dollars, double. We Americans have poured it in -- poured our resources into education. And the federal contribution to these outlays has increased even more dramatically, even though great tribute is due to the local governments for their excellent support in most areas of American education. Expenditures for education through the United States Office of Education alone are running at a rate twenty times what they were a decade ago. In fact,

all forms of federal education only three years ago totaled about four and a half million dollars. Today your Federal Government is putting into the channels of education, elementary, secondary and higher, almost ten and a half billions of dollars. In three years think of the change.

Until last year the Federal Government gave no general aid to elementary and secondary education. That has changed. And this year we are asking for a billion three hundred million dollars just for that one program.

Now the long debates over federal aid has dwindled away; at least it is somewhat subdued. The fear that federal aid would mean federal control hopefully has been laid to rest and we will see to it, working together, that there is no federal domination.

[Applause]

We believe in local control. Just remember that the members of Congress come from your towns and cities and states. We are not people from the moon. We belong to you. This is a representative government. And we want our educational structure to be what you want it to be because we are of you and I think together, working together, cooperating, not fighting, we can preserve the kind of control that

is needed and indeed the kind of management of education at the local level that you want.

So we can turn now from some of the old false issues to some of the real ones, because there are still plenty of things to worry about besides federal control. We can stop arguing whether federal dollars should be put into our schools, because they are going to be. It is a matter of national necessity and indeed national defense. And we now can start discussing how best to use those dollars and that is where we ought to be putting our attention.

Now on this score, Secretary John Gardner, when a private citizen, had this to say -- this was before he became secretary. "The need for school aid money is less acute than the need for new ways to use it. What is needed is a combination of money and good educational ideas."

Secretary John Gardner, Department of Health, Education and Welfare, a great educator, a man who is known for his dedication to excellency believes the same way not as he did when he made that statement. And it is in this spirit that the funds allocated under Title 1 of the Elementary and Secondary Education Act are directed primarily to the schools and to the children who most need the help. Those

in the low income urban and rural areas. We need to bring all Americans up to a level of educational participation and excellence to the best of their ability. Some people need to catch up. Some people even need a head start and everyone needs a fair chance.

In one problem school in Harlem, for example, and it is a very difficult area of which I speak, the staff has been so strengthened under the terms of this act that its ratio to students is one to eight. Oh, how teachers would love that. But these are for problem children. Its ultramodern playground and fresh interior decoration have made it a delight for the students, the parents and the teachers. And in that school the principal called her teachers together and said, "At last, we have everything we needed and wanted. Now it is up to us to the job."

But what this teacher was saying is that it takes more than facilities for an education. It takes the determination, the dedication, yes, the total dedication of a gifted teacher.

At a nearby junior high school, a junior high where children were supposed to be disinterested in education and reading, the new federal funds have made it possible to keep

the library open after school hours and to get some new books. And these so-called disinterested students, and they were called that for a long time, have within the last few weeks logged out 40,000 books in five months.

I have seen in my own state what a mobile library can mean to a little village that had no library and how a few people in that community were determined to get books to that community and how the whole community literally devoured the books. People do want to learn. They are hungry for it.

In one elementary school in my own city of Minneapolis, 22 mothers have been employed as part-time aides and there is a waiting list of 115 applicants. They work as home visitors and as playground monitors and they read to children and do clerical chores.

But I want you to know that innovation and creativity is not the special prerogative of the big cities. I have spoken all over America about educational innovation and much of what is being done is being accomplished in some of the smaller communities of our land. The skilled teacher in a poor farming community in Iowa meets with ten small groups of housewives each week to tell them what they can do at home with their preschool youngsters. And look at

what we have learned out of project Head Start. The sessions in this country area that I speak of range from the importance of books and educational toys to instructions in making finger paint from liquid starch and food coloring. They call it "Project Home Start." And it didn't cost much. For the whole state, \$10,000. An idea put to work. Trying something new.

And let me say to every parent in this audience and every teacher, we need to try things that are new. There is a basic inborn timidity in educational curricula and teaching techniques and I have a feeling that sometimes our education today is not relevant in all too many areas to the needs of the prospective student. Maybe this is why 750,000 school dropouts last year. Maybe this is why we face the possibility of 32 million adults in our labor force by the year 1975 with no high school education unless we do something to make education attractive, to give education a sense of motivation for the student.

Now we know that we can make education exciting. It has been demonstrated. The story that I told you now of Iowa has been repeated in other places. In one rural area the new school nurses found a child every one thought mentally retarded was actually suffering from severe, but remedial

physical handicaps. And oh, that story could be repeated a thousand times. Why there is a doctor in Washington, D.C., who has demonstrated by his eye surgery and treatment as a doctor that many that were considered to be mentally retarded were only the victims of eyesight trouble and of hearing defects. Yet, literally hundreds of thousands, yes many hundred of thousands of young boys and girls have never had a physical examination. We have never known what was their trouble. We have been so busy treating the many, educating the multitude that we have forgotten the individual and education in a democracy must be an individual experience -- an individual experience.

[Applause]

Now I haven't even mentioned the many imaginative uses that are being made of federal funds for supplementary educational services under Title 3 of the Federal Aid Act. What I am trying to tell you is, put the money to work. You would be surprised to learn tonight that much of the money that is available isn't even being used. And yet I hear people say, "Oh, we must appropriate much more." Yes, I know that education needs more. I know that medical research needs more. But I can say to you in my capacity as a member of

the President's Cabinet and we had a 2-hour Cabinet meeting today and no topic is of more importance than education, that much of the money that has been made available is not even being used by the states and the localities because much of it, at least some of it, is dedicated to creative use of funds, searching out new techniques, new ways and means to educate. Anybody can use money for bricks and mortar or to increase a salary and these are both important, but what is most important is how do we design new ways and means of communication from teacher to student, from teacher to student to parents, from teacher to student to parents to the community? We have much to learn.

The fact is that veritable explosion of creative thought, an experiment in education could be and in many instances is under way in our school systems. But as I said, not everywhere. I ask you tonight, is it happening in your community? Because good schools mean nothing unless they are in your community. It is in your community that good schools must exist.

Many of the needy rural school systems have not yet been able to get organized to take advantage of the new opportunities. Here the various state departments of education

can be of great assistance. Funds are made available under federal aid. Despite the proven success of project Head Start last summer, and it was a godsend, project Head Start, told us more about teaching and the limitations of teaching under present methods than any experience we have ever had. We learned more about children, more about neighborhoods, more about parents. "A little child shall lead them," and indeed, a little child, three to five years of age led teachers and school boards and community leaders right back to the source of trouble, the family, the community, the areas of depravation. We had literally an educational revolution out of project Head Start. And how many lives were touched and helped? Over 500,000 culturally deprived children took part in this program. School officials, however, have generally not pushed it with federal funds during the regular school year. It has become a summer project. But if it is good in the summer, it is good all year and I think we ought to give it that kind of emphasis.

[Applause]

Only 7% of the children in the preschool group are presently in classes, including kindergarten, under the school aid program. That is not good enough for America. I think

you may be able to help. And I ask you to give it your attention and I know if you do, the next time I talk to you, I know I will be able to say at least 27% of the preschool children will be getting some educational experience.

23 However, of course, this is only the first year of the new program and one should not be too critical or impatient. But a little impatience sort of moves us to action. Districts that haven't literally gotten off the launching pad this year, can do so next year. I hated to mention launching pad tonight. As chairman of the Space Council this has been a disappointing day for us.

Ideas that have proven themselves in practice this first year can be picked up by other school districts and I hope that you will sponsor literally a national inventory; a national inventory of all the new ideas, the innovations in education and educational techniques and programs and methods and educational materials. Let's find out what each of us is doing all across America. I tell you if we don't make an inventory of it, it will be lost in one community and not found in another. We must share.

You know at the dawn of Western history the Greek philosopher Diogenes said, "The foundation of every state

is the education of its youth." So you see, it is nothing new. How many of us have said this, Mr. Mayor and Senators? Foundations, however, are laid in accordance with what we seek to build upon them and our goal is to bring into being here in the United States, not a handout state, not a welfare state, but a state of opportunity; a state of opportunity for everyone. We seek to give effect to the great law of culture which the English thinker Thomas Carlyle laid down years ago, "Let each become all he was created capable of becoming." We seek to make that a reality and not merely a phrase. And to achieve this goal, it is not enough that each American child have the fullest opportunity to develop his talents. He must also be able to put those talents to full use and that is why our economic policies are geared to vigorous sustained economic growth and to the creation of steadily expanding opportunities for employment and promotion. And that is why we are seeking to open the doors, all the doors, of educational opportunity to those who have had those doors closed so long because some people thought the color of their skin was not right or their religion was not what they liked or they didn't like the way they spelled their last name. We are too responsible, too sophisticated, too mature

to think in such childish and immature manners.

This is why we are energetically promoting scientific and technological innovations and their prompt application throughout our country. And it is because we want everyone to put their talent to work that we promote now the youth opportunity campaign, calling upon employers and unions and churches and schools and mayors and governors, yes, everyone, to give a helping hand to a young man or a young woman who needs a job this summer, to bring them into the main stream of American life. And this is why we have launched the War on Poverty, not to make poverty tolerable, but to break people out of the prison of poverty, to break the chains that bind people like slaves to poverty. The poverty of the spirit, the poverty of the mind, the poverty of the soul and the poverty of the purse. And this is a difficult assignment. But we Americans are made for difficult assignments. We leave it to others to take on the easy ones.

And this is why we are working for an America worthy of its people; its water fresh and wholesome; its air clear and free of pollution; its cities fit and safe places in which to live; its open spaces refreshing to the spirit. Moreover, our vision of a great society does not stop at the water's

edge. The idea of Roman education was a sound mind in a sound body. We set our sights even higher. We seek a sound America to help build a sound world. And we have chosen education as the best means to achieve it.

We want our America to be known not as the warrior, but as the teacher. We want this great America to be known for its scholarship, not merely for its wealth and its power. And these great ideals can be achieved.

President Johnson said in his message on international education, "That education lies at the heart of every nation's hopes and purposes." And it must be at the heart of our international relations.

Therefore, we look forward to a world in which in the words of the prophet Isaiah, "Nations shall not lift up sword against nation, nor shall they learn war any more." The road to that kind of a world is long, it is difficult and hazardous. But it is the only road we dare travel.

I believe it was Thomas Jefferson who told us that, "Man cannot be both free and ignorant." And I think we could all tell each other there is no peace, no genuine peace, the peace of development, of growth, or living, the peace that is active and not passive, unless man is enlightened,

unless his mind and his spirit are awake.

The road to freedom, therefore, begins in the classroom here and everywhere on earth and let us help build classrooms for God's children.

Finally, a personal word. Education was not a plentiful commodity when many of us grew up. The tale has been told many times of how the President and myself, too, for that matter, dropped out of school to work, and I did for six years and then later returned and then to teach. We got our college degrees far later than many young people today. But we finally got them. Thank goodness the standards were not quite as difficult. And because of that, the path lay open to a world ahead. Education, the key that unlocks the mystery box of the future.

That path to the world ahead brought us to a hard world, but it was ours to enter. Oh, how many millions of American men and women for a million heartbreaking reasons did not have our opportunity. How many millions of talents today lay unused or woefully underused because there was no money, no encouragement, no hope back at the crossroads of life. But today America stands as the most rich and powerful nation in the history of the world and there can be no

excuse for our failures. There is no depression, there are no bread lines and there are no windstorms grinding America's dream to dust. Rightfully we ask, can we in our wealth and power afford the waste of a single American child, the most precious of our resources. Can we find any reason for less than excellence of education and fullness of opportunity for all? I think not. We have made our commitment and we intend to keep it.

And I believe that Thomas Wolfe gave us the synthesis of what we seek to do as parents and as a nation and as teachers, and told us what this nation needs and I ask you to remember these words as your inspiration, at least they are to me. This is why I want I want to be in public life:

"To every man his chance. To every man his shining golden opportunity. To every man, no matter what his birth, a chance to rise to whatever his manhood or his vision can combine to make him. This is the promise of America."

And my friends of the National Congress of Parents and Teachers Association, you can help make that promise come true for every American. Thank you.

[The audience arose and applauded.]

PRESIDENT MOORHEAD: Mr. Humphrey, we thank you



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