

Judge John Fox  
Mr. Frances Keppel

~~Spokane Council~~  
Gov John King + Anna  
REMARKS Sen Tom Mc Intyre  
+ myrtle

VICE PRESIDENT HUBERT HUMPHREY  
NEW ENGLAND CONFERENCE ON EDUCATION  
PORTSMOUTH, NEW HAMPSHIRE

MAY 20, 1966

Cong. Just  
Gov Volpe  
President Homer  
Babbidge Jr  
Mr. Lichtenman

My thanks to  
city council of Portsmouth  
for Resol - in May 20th  
Hubert H. Humphrey Day

My forebears came from New England. I know

the sense of duty they brought to whatever they did.

↳ Their philosophy of education was not too far  
from that expressed by old Thomas Huxley:

"Perhaps the most valuable result of all education  
is the ability to make yourself do the thing you have to  
do, when it ought to be done, whether you like it or not."

↳ I don't know whether New Englanders did it  
because "they had to do it" or because they knew what  
education meant for the future, but the fact is that New  
England has been the seedbed of educational excellence  
In America.

↳ It was here that the earliest school systems in our country were established.

↳ I think of the founding of Harvard in 1636, and of what it and the other outstanding New England private colleges have meant to our nation -- and yes, what in recent years they have meant to Washington. !

↳ I think, too, of those pioneers of universal public education, Horace Mann of Massachusetts and Henry Barnard of Connecticut.

↳ And, coming from the Middle West as I do, I think especially of Justin Morrill of Vermont, whose far-sighted legislation established our great system of land-grant colleges.

↳ You in New England have gained solid economic advantage as well as national and even international prestige from your leadership in education.

↳ The concentration of scientific and technological talent in New England has particularly helped to attract important new industries to this region.

↳ These industries have more than made up in employment -- and much more in payrolls -- for the expansion and contraction of some of your traditional industries.

~~I know that all parts of New England have not benefited equally from this development, but I am sure all would have been worse off without it.~~

↳ However, it is not enough to win leadership, ~~it~~ must be held and maintained.

↳ I have been interested to sense, in the press and public discussion of education here in New England, a healthy spirit of self-examination.

I note, for example, that the state universities of New England are felt to be still some distance from carrying out the great commitment of the Morrill Act, that of

providing higher education for the sons and daughters  
of "yeomen and mechanics."

↳ In some areas, your facilities are still inadequate.  
In others, the motivation to go on to college seems to be weak.

↳ In some of your states, the levels of college attendance are far below those of other parts of the country.

↳ In some areas, dropouts from high school exceed the national average.

↳ In short: While New England has excelled in offering quality education to the intellectual best of our country, it still has some distance to go in offering full educational opportunity to its own young people, and in motivating them to take full advantage of it.

↳ I shall not dwell upon these problems: You live with them, and know them far better than I do.

The important thing is that you have organized yourselves to do something about them. And, the federal government, through the landmark legislation adopted by the Congress last year, is in better position than ever before to help you help yourselves.

- { Fed AID - 10% Bill

Of all this legislation, the most important is the Elementary and Secondary Education Act of 1965.

We are now very near the end of the first full school year in which the programs set up by the Act have been in operation.

Today I wish to briefly review some of the most important parts of our first year's experience.

First, our experience with Title I of the Act, where most of the money is spent and where the need is greatest -- among the poor and deprived:

Higher Educ  
 NASA  
 NIH  
 NSF  
 Defense  
 AEC  
 IDEA  
 Manpower  
 Training  
 Voc Educ  
 Adult Ed  
 Library  
 Reserve  
 Act

AID to Medical Schools, Nursing, Pharmacy  
Agriculture

Appropriations under the Act were not available to the states until late September last year, and the program got off to a late start.

↳ This accident of the Congressional time-table heightened the importance of prompt action by the states and local school districts.

↳ The state of Connecticut, for example, had already authorized and funded a similar program of its own, and was ready to take advantage of the new law immediately.

↳ In some other states -- as some of you know first-hand -- things moved more slowly.

↳ In some areas, the old bogey of "federal control" was exhumed and paraded.

year ↳ A few school districts actually refused to have anything to do with federal aid, although some of these districts later changed their minds.

Needless to say, no district is obliged to accept these funds. If it decides not to, that is its privilege and also its responsibility.

*There are others anxiously waiting for more aid.*

Perhaps the greatest single problem facing the new program -- and one which became evident almost immediately -- was the shortage of available personnel, particularly in specialized skills.

Not only are more classroom teachers and administrators urgently needed, but also psychologists, social workers, remedial instructors, nurses, guidance counselors, and speech, hearing, and reading specialists!

In this regard, ~~I will~~ <sup>am</sup> make a special appeal to the representatives of colleges and universities here.

I urge you to expand your facilities for training teachers and other educational specialists, and to alert

*Please*  
*alert* more of your students to the opportunities in our schools.

Education is ~~one of today's growth industries.~~ *today's fastest growing industry.*  
It is ~~a~~ *the* place where the action is. And our young people must know it.

Another problem which surfaced almost immediately was a misunderstanding in some places of the intent of Congress to focus the funds upon disadvantaged students.

In a few places, the added funds were spread more or less evenly over all the schools. In more districts, it was proposed to channel the money to disadvantaged schools rather than students.

This was not the intent of Congress.

The ~~total~~ funds available -- though they are substantial -- are still limited in relation to the need.

~~Therefore,~~ they must be concentrated upon the disadvantaged students themselves, and a program which does not propose to do so is not living up to the intent of the law.

I know that there are some schools where nearly all the students are disadvantaged. But there are many more where they are not.

Some school districts, particularly in remote rural areas, are still finding it difficult to organize themselves to formulate and submit any project at all.

Here State Departments of Education -- and the Act provides funds to strengthen them -- can give valuable leadership and assistance. It can be done. *It must be done!*

As late as January 1 of this year 80 per cent of the most poverty-stricken counties in the United States -- counties where the per capita annual income is less than 750 dollars a year -- had received no funds under Title I. But by March, that figure had been reduced to 27 per cent.

↳ I should add that an additional 11 per cent were ineligible to receive the funds allotted to them because their school administrators refused to sign a statement of compliance with civil rights regulations.

↳ It is tragic that these counties, among the neediest in the nation, thus deprived themselves of aid for their children.

↳ But we cannot in good conscience be self-righteous about it.

↳ De facto segregation exists in all areas of the country, even here in New England, and it is a problem we are going to have to face with increasing determination.

Here is the Good News

- 11 -

The Office of Education has estimated that as many as seven million educationally handicapped children will receive benefits under Title I by the end of this summer.

and Two-thirds of the Title I funds are being spent for "new," as contrasted with "continuing," services.

These special programs range from kindergartens for the children of the poor to new work-study programs for mentally retarded high-schoolers.

The principal target of local programs has been the child from 3 to 12 years old, with the major emphasis upon the language arts -- reading, writing, speaking and listening.

↳ Also new to many elementary schools are teacher aides and other auxiliary personnel. Counseling, once restricted to secondary schools, is becoming an accepted part of the elementary school program.

↳ Title I funds are also providing food and clothing and a variety of health services for deprived children.

In many small, rural school districts, this is something entirely new, although they have recognized the need for years.

OEO, helps too.

↳ Another new trend is the expansion of the school day, week, and year, with after-hours, Saturday morning, and summer programs for those who need "catch-up" time.

↳ Title I is the heart of the Elementary and Secondary Education Act. ↳ But to me, one of the most exciting programs under the Act is Title III, offering federal funds for supplementary educational services for all children.

↳ It is intended to give our schools the opportunity for real innovation and experiment in the things they teach and the way they teach them — to elicit, as President Johnson said to the White House Conference on Education last summer, "new leaps of imagination and creativity."

↳ Everywhere, school systems are rising to this opportunity.

↳ For instance, when I spoke in DeKalb County, Georgia, a few weeks ago, I found that they were building an observatory and planetarium with the help of Title III funds. }

↳ In Kennebunk, Maine, I am told, a mobile van is going on the roads to help students who are deficient in reading comprehension, phonetics and vocabulary. It will be called "The Roving Reader," and it will serve children in several elementary and secondary schools that have no facilities for remedial reading.

↳ School systems, both urban and rural, are coming forth with new ideas. ~~Those that make sense stand a good chance of federal help.~~

↳ A sampling of the proposals that have been approved ~~and funded~~ already includes summer field work for students in biology and the physical sciences . . . festivals of the performing arts . . . and special programs for dropouts and for actual or potential delinquents.

↳ Large school systems have projects for the application of computers to facilitate learning. Small ones have shown ingenuity in their own way.

↳ One school district in the wide open space of Colorado, for example, is investigating the possibility of putting the time its students spend in school buses -- up to two hours a day -- to educational use.

↳ Another rich source of new ideas and approaches in education will be the research which will be financed under Title IV of the Act.

↳ As compared with other fields of activity, and particularly with modern and progressive industries, the sums devoted to basic research in education have been shamefully small.

↳ Projects in this field are getting under way all over the country. The present estimate is that over 4 million dollars will be committed to New England colleges for this purpose.

↳ Finally, may I add this: Two major themes run through our whole new approach to education.

*Modernizing  
Educ.*

↳ One is the method chosen: "Creative federalism," if you will.

↳ What this means, quite simply, is that the new education laws were drafted -- and are being administered -- so as to encourage maximum state, local and private initiative and follow-through. It means that we recognize that federal help is needed, but that we also recognize that it is on the immediate, local level that American children will receive good education or bad. — *In Your Schools - Your Communities*

↳ The other is the overall goal: Opportunity for every child to get all the education he is capable of absorbing, so that he can achieve what Robert Louis Stevenson aptly described as "the only end of living . . . to be what we are and to become what we are capable of becoming."

↳ Our whole program is designed and orchestrated in the spirit of the Great Society we seek to build in the United States.

What we seek to build is not the Handout State.  
It is not the Welfare State. It is, in the true Yankee  
spirit of self-help and self-reliance, the Opportunity State!

And that means opportunity for each part of the  
United States, as well as all its individual citizens.

You here in New England, in stressing education  
as a way to self-renewal, are acting in the authentic spirit  
of the Great Society. — ~~you will~~

And I assure you that the federal government stands  
ready to help you.

#####

"To every man his Chance - his shining  
Golden opportunity - This is the Promise  
of America!"

TRANSCRIPT OF ADDRESS GIVEN BY VICE PRESIDENT OF THE  
UNITED STATES HUBERT H. HUMPHREY AT THE NEW ENGLAND REGIONAL  
CONFERENCE ON EDUCATION  
May 20, 1966

Thank you, Dr. Babbidge, for your gracious reception and introduction, to our two esteemed Governors that are here. There may be more, but I see the Governor of the great state of New Hampshire, Governor King, and the Governor of the great state of Massachusetts, Governor Volpe, are here with us. And I want to pay my respects to a good friend and colleague in the Senate. As the presiding officer of the Senate, I take special liberties, and I hope you will understand that. I see Senator Tom McIntyre here and Congressman Huot from the House of Representatives. There are so many that I could note, but I believe we ought to get right down to business. You have a full and rich program for your New England Conference on Education.

I can't help but note how happy I was to hear that the City Council of Portsmouth decided to make Friday, May 20th, Hubert Humphrey Day. I don't recall that I have ever had anything like that happen to me before. You would be surprised how much Vice Presidents appreciate those little things.

As has been indicated here, I am deeply interested in education, as a parent, as a citizen, and as a member of the Government. Politics is a precarious business, as we all know, and it is very good to renew one's credentials in any professional life he may have once enjoyed. And I would like to say to all of those in the field of higher education and also in elementary and secondary education, I was once a teacher; I once was a professor and with just a little re-furbishing I could do it all over again if necessary! I want you to know that if I were to teach the courses in American Government once again, they might be a little bit different from the ones that I taught some time ago. In fact, I've thought I owed some of my students sort of a refund due to lack of knowledge on my part as to what government was all about.

Now, my forebears came from this part of America -- at least my father's people. And I think I know the sense of duty that these good, hardworking people brought to whatever they did. Their philosophy of education, which is so close to the hearts of every person here, was not too far from that expressed by old Thomas Huxley. And I think Huxley's concept of education surely fits this part of our beloved land. He said: "Perhaps the most valuable result of all education is the

ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not." It seems like I heard my father say things like that to me.

I don't know whether New Englanders did it because "they had to do it" or because they knew what education meant for the future, but the fact is that this area, New England, has been the seedbed of educational excellence in America. It led the way.

It was here that the earliest school systems in our country were established. And it was in this area that the spark for education and enlightenment came to America and burst into flame.

I think of the founding of Harvard back in 1636, and of what it and the other outstanding colleges and universities have meant to our nation -- and yes, I might add, what they have meant in more recent years to Washington. You can take a census in the government of this land and I can tell you that a substantial portion of the top talent of the nation comes from your New England universities.

I think, too, of those pioneers of universal public education, Horace Mann of Massachusetts and Henry Barnard of Connecticut. And, coming from the Middle West as I do, I think especially of Justin Morrill of Vermont

whose far-sighted legislation back in the 1860's established our great system of land-grant colleges. I am a graduate of a land-grant college, the University of Minnesota, and I doubt that Justin Morrill had any idea that one of the colleges established through his legislation would have approximately 43,000 students in the year 1966.

Now, you in New England have gained solid economic advantage as well as national and even international prestige from your leadership in education. I think that this audience in particular knows that education is the new weapon. I think that you appreciate possibly as much if not more than any other group in America that education means new industry, new jobs, a better life, and new power for your area and for our country. Education is as much a part of the national security of this land as any weapons system or any part of our military establishment. Without education we are weak, incapable of leadership, and surely unable to bear the burdens of responsibility.

The concentration of scientific and technological talent in New England and your efforts to expand it have particularly helped to attract important new industries to this region. I think of the importance of the new NASA laboratories that will be in this great New England sector, particularly in the Boston-Cambridge area. These industries have more than

made up in employment -- and much more in payrolls -- for the exodus and the contraction of some of your traditional industries. However, I think that you would agree with me, there is no use beating our breasts about the laurels of yesterday. It is not enough to win leadership; it must be held and maintained. It must be refreshed all the time. This is a highly competitive America. And, I can tell you right now that all over this land there are educators, administrators, and citizens who are seeking to expand their educational facilities and programs. I have been in the Midwest; I have been in the Southwest; I have been in the Southeast; and in the Northwest. There is an educational explosion in America. So, if you are going to maintain a reputation for excellence and your initial advantage, you are going to have to really compete. And that's what I'm here to encourage you to do.

I have been interested in your own processes of self-evaluation and self-examination and sense in the press and public discussion of education here in New England, that you are looking ahead and that you have a healthy spirit of self-examination. I note, for example, that the state universities of New England are felt by many of you to be still some distance from carrying out the great commitment of the Morrill Act, namely that of providing higher education for the sons and

daughter of "yeomen and mechanics," that is the sons and daughters of people in the middle-income or lower-income brackets. In some areas, your facilities are still inadequate. In others, the motivation to go to college seems to have slackened, to be weak.

In some of your states, the levels of college attendance, I regret to tell you, are below those of other parts of the country. And I know you want to do something about it.

In some areas, dropouts from high school exceed the national average. Now, that's spotty, but it does us no good to cover up the shortcomings. We need to go to work on them, because we now have the tools to do the job.

In short, while New England has excelled in offering quality education to the intellectual best of our country, it still has some distance to go in offering full educational opportunity to its own young people, and in motivating them to take full advantage of it. Your own human resources are right here; give them a chance to do the best they can with their lives.

Now, I am not going to dwell upon these problems. You live with them, and you know them far better than I. The important thing is that you have organized yourselves to do something about them. You are facing the facts of

your life. And the Federal government, through the landmark legislation adopted by Congress las year and indeed the year before, is now in a better position than ever before to help you help yourself. Federal aid to education this year will be approximately ten billion dollars. Three years ago it was four and a half billion. Five years ago in 1960, it was under three billion. We have come a long ways in Federal aid. This is your government, with your money, and you have claim to it.

I will just give a quick rundown on the Higher Education Act. Look it over; look at this shopping list, so to speak, of what is available for you. Study these laws; consult with your Congressmen, your Governors; consult with your boards of higher education; look into everything that is available; and use it. I can tell you, my dear fellow Americans, that many an educator in America today and many a school and school administrator doesn't know what's available. It seems incredible but it is a fact. We have in the Higher Education Act, hundreds of millions of dollars; in NASA, the National Aeronautics and Space Agency, billions of dollars. The National Institutes of Health, the National Science Foundation, the Defense Department, and the Atomic Energy Commission are pouring in grants for research and trainigg. Millions of dollars.

There are these great fortunes to strengthen our higher education system.

And we have the scholarship program and student loans. There is the National Defense Education Act, and the Vocational Education Act -- in expanded amounts. By the way, vocational and technical education has been taken out of the doldrums. It is high level education today. Our young people need to know how to do something; they need to know a skill; they need to have either some professional competence or semi-skilled competence. Let's not downgrade vocational and technical training. Then, we have manpower training and development for workers who may be displaced or whose skills may become obsolete, aid to medical schools, nursing schools, pharmacy, agriculture, veterinary schools, and library services.

I have been a part of this, as my friend Tom McIntyre can tell you. My whole public life has been dedicated to these programs of education. I am the author of the first Federal Aid to School Construction Act known as Federal Aid for the Impacted Areas where there is a large amount of Federal activity. Under that program, two and one half billions of dollars have been given to the school districts of America. I'm one of the co-sponsors and authors of the National Defense Education Act.

I think these are wise investments and let me make this quite clear: I have never known a state or a county or a country that ever spent itself into insolvency by investing in education. I do know, however, that those who fail to invest in education wither on the vine, dry up. The people of talent and ability leave. The brain drain is there. The best investment, the best for the business community of New England, is to support education with crusading zeal. Everyone has an investment in this area, no matter how small or how large; education is your protection, your insurance; it is your seed for an even better area and an even better business community.

Now, let me say a few words about the Elementary and Secondary Education Act. After all, you can't have a higher education system, if you don't have a good elementary and secondary education system. It's where you start. In fact, we need to start a lot earlier. We need to start with the three to five year olds. That's what we're doing with Project Head Start. And Project Head Start should not be an emergency program that we just try in the summer. It ought to be year-long. Children learn so much during those formative years, and it's so important for the children, for their health, and for their emotional well-being, their mental health, as well as their physical health, that they be given

specialized attention early.

Under the Elementary and Secondary Education Act, the most important part is Title I. That is where most of the money is, and it's directed primarily for the poor and the deprived. Appropriations under that Act were not available to the states until late September of last year, and the program got off to a late start but some states were already geared up.

The state of Connecticut, for example, had already authorized and funded a similar program of its own, and was ready to take advantage of the new law immediately. My state of Minnesota was not, and is just now getting into the picture. I want to say right now, my dear friends, there is only so much in that Federal pie and if you pass by your piece there is someone there to take what's left. You have to be ready. In some states they move very slowly. Then there are others where they brought up the old bogey of "Federal control" and that was paraded around. And then there were a few school districts that actually refused to have anything to do with federal aid. That is their privilege. Some of them, I might add, changed their minds a little later on. I don't believe that we ought to force it on anyone. It is a matter of choice. No district is obligated to accept these funds and if it decided not to, there are others

anxiously awaiting their share.

Perhaps the greatest single problem facing the new program, however, was the shortage of available personnel, particularly in specialized skills. And I want to emphasize this to you. Many people say what we need is more money. I know there are two secrets to good government -- good people and money. I have been in this government business a long time. If you are a mayor or a governor you will find out that if you have enough resources, if you have good people, you can have good government. The answer is not just money. As a matter of fact, there are funds right now that are appropriated that are not expended because many a school district wasn't geared up to use it. So, when I hear what we need are vast new sums of money, I say: Yes, let's have what we need, but let's be prepared to use what we have, to digest it. When you have been on a starvation diet, sometimes your body is not quite ready to consume three or four meals in one sitting, or even one big meal. So, we have to get ready.

Not only are more classroom teachers and administrators urgently needed, but also psychologists, social workers, remedial instructors, nurses, guidance counselors, and speech, hearing and reading specialists. These are all important ingredients or functions in a modern educational experience. I don't know any reason in the world why some children should have the

benefit of counseling and others shouldn't -- in an America where we are supposed to have equal treatment. In fact, those who are deprived -- the poor -- and those who have the least chance in life ought to get the biggest break out of an educational experience.

I've always been of the mind that education is sort of up-side-down in many areas of this country. I was mayor of Minneapolis and I found the nicest schools -- the best schools -- in the areas of the city where the parents had the stereo, where they had the big library, and where they could go to Europe and they could travel across America. That is where they had the best schools. That was the new area; the richer people lived there. Then, up in North Minneapolis where we had the poor people we had the worst schools. And the better teachers didn't want to go there. Many a school was obsolete, frankly a firetrap. We were more concerned with keeping our taverns and restaurants within the public health and fire codes than we were our schools. And you have the same problem here. The people that need the education -- the better education -- are frequently the ones that don't get it. And that's why we have passed federal law to help you put some balance in the educational experience, to catch up.

In this regard, I make a special appeal to the representatives of colleges and universities here. I urge you to expand your facilities for training teachers and other educational specialists. Education is today's fastest growing industry. It is the place (as the kids say) where the action is. And our young people need to know it. So, recruit teachers and specialists for your colleges and universities. The day of the teacher being poorly paid is over. Teachers today are being respected and rewarded. And I might say, my fellow educators, you are sort of in charge now; don't be too timid. You waited a long time. After all, the government has as its President a former school teacher. It has as its Vice President a former school teacher. The Majority Leader of the Senate is a former professor. The Majority Leader of the House is a former school teacher. We teachers are sort of in charge.

Another problem which surfaced right after the passage of this comprehensive legislation, was misunderstanding as to the intent of Congress to focus funds upon disadvantaged students. I want to make it quite clear that the funds are for the students, not just to the disadvantaged schools, but to the students. That was the intent of Congress.

The added funds made available -- though they are substantial -- are still limited in relation to the need. Therefore, they must be concentrated upon the disadvantaged students themselves. A program which does not propose to do so is not living up to the intent of the law.

Some school districts, particularly in remote rural areas, are still finding it difficult to organize themselves properly to be able to take advantage of federal aid. Here is where the State Departments of Education come in. You can be of help. The Education Act provides funds to strengthen your State Departments, so you can give valuable leadership and assistance.

As late as January 1 of this year, 1966, 80 per cent of the poverty-stricken counties in the United States -- counties where the per capita annual income is less than 750 dollars a year -- had received no funds under Title I of the Elementary and Secondary School Aid Act. No funds, simply because they didn't have the administrative structure to take the proper steps. By March, with the Aid of the Office of Education and the State Departments of Education, this figure had been reduced to 27 per cent. I should add that an additional 11 per cent were ineligible to receive the

funds allotted to them because their school administrators refused to sign a statement of compliance with civil rights regulations. This is most unfortunate because it was these counties that were amongst the neediest in the nation and by refusing to sign the compliance certificate deprived themselves of aid for their children.

But I don't think that we can be too self-righteous. De facto segregation exists in all areas of the country; even here in New England, and it is a problem we are going to have to face with increasing determination. Let me make it quite clear to you, it isn't just the matter of racial segregation that is involved here. De facto segregation results in discrimination in education. Because it is basically true throughout the nation that the better schools have been for the white children. Now, some people are going to say: Well, I know one that isn't. There are always exceptions, but basically this is a fact. And de facto segregation has more than a racial implication. We are talking about equal opportunity for an educational experience.

Now, here is the good news. The Office of Education has estimated that as many as seven million educationally handicapped children will receive benefits under Title I

by the end of this summer. Seven million of them. That isn't all who should receive it, but it is more than last year. And when I hear people say that we should do more, I agree, but we have to do it within our resources and our capacity. And we are making progress.

Two-thirds of Title I funds are being spent for new, as contrasted with continuing, services. This is good. These new services range from kindergartens for the children of the poor to new work-study programs for mentally retarded high-schoolers. You know that we have been able to find literally thousands and thousands of jobs for the mentally retarded. They are becoming self-sustaining, self-respecting, productive citizens -- where before we used to cast them aside. Human resources we are talking about -- the most precious resource of all, a God-given resource.

My preacher back home said when I was there the other day: The way you treat people is the way you treat God. I think that is about as good a definition of my religion as I can find. And the way you treat a child, is very much the way you treat everything that is spiritual in life. And particularly the child that has a handicap and handicapped people sometimes become the exceptional people. They know how to concentrate and they are willing to give of

themselves.

Also new to many elementary schools are teacher aides and other auxiliary personnel. Counseling, once restricted to secondary schools, is becoming an accepted part of the elementary school program. And libraries. I don't think that you can have a good school system without a good library. I am for these mobile libraries. In the little village where Mrs. Humphrey and I have our home in Minnesota, Father Kenney of St. Mary's School spoke to me about this. He said: "You know, there is something wrong out here. We don't/<sup>even</sup> have a good library in this town." I've helped get some books for both the parochial school and the public school, and we got busy out there and we had a mobile library come through. I was told that nobody would read, that they didn't want to read around here. Well, I want to say to you, my fellow Americans, that that mobile library has been mobbed -- literally. They consume the books. And this experience has been repeated all over America.

I spoke to the National P. T. A. the other night in Baltimore about the experience with books. Every boy and girl in America ought to <sup>a</sup>live have one or more books in his own

possession. I am providing a set of books for every boy and girl in the Job Corps camp. Five books about your government, the Supreme Court, the White House, the Capitol, the great historical monuments, and a brief history of the United States. Every boy and girl that comes to a Job Corps camp is going to have a set of books. The Vice President of the United States found somebody that was willing to use some of his great wealth, and we're going to see that they get a book free. It's going to belong to them.

Well, we have many things that we are doing. Under Title I, we are providing better food and clothing, and a variety of health services for deprived children. And there is the expansion of the school day, the school week, the school year, Saturday morning and summer programs, for those who need to catch up.

I think that one of the most exciting programs, however, is in the supplementary services for all children under Title III. It is intended to give our schools the opportunity for real innovation and experimentation in the things they teach and the way they teach them -- to elicit, as President Johnson said to the White House Conference on Education last summer, "new leaps of imagination

and creativity." And I say that we surely need innovation. We need changes and experimentation in educational techniques. I am not convinced that this school dropout rate is all due to the children. I must say that unless education is relevant to the needs of the young person, there is going to be a temptation to drop out. In fact, you can even push them out. So, we need to examine the curriculum; we need to examine the teaching techniques.

I ask this question of educators: Why is it that modern American industry is better able to run a Job Corps than a university? It is because their teaching techniques are up to date. They have to change to be competitive. They have to learn how to train their personnel. Teaching aids, audio-visual aids, teaching machines, closed circuit television, all the many things that we now know, the new techniques of teaching languages: let's bring them into our school system. If you can teach a young man in the armed services how to speak an exotic language in eight weeks out in Monterey, California, you ought to be able to do it in four years of school. We're going to make education interesting. Why not? We spend a lot of time and money on it.

Take a look down in DeKalb County in Georgia.

I was there just a few weeks ago. I found that they were building an observatory and a planetarium with the help of funds from Title III of the Elementary and Secondary Education Act.

In Kennebunk, Maine I am told that a mobile van is going on the roads to help students who are deficient in reading comprehension, phonetics, and vocabulary. It is sort of a roving reader. It will serve children in several elementary and secondary schools that have no facilities for remedial reading.

School systems, both urban and rural, are coming forth with new ideas. Festivals in the performing arts in a country school down in South Carolina. They like the arts. Special programs for dropouts and potential delinquents. These are all new things that are possible with the new funds and the new tools.

One school district in the wide open spaces of Colorado is investigating the possibility of putting the time its students spend in school buses -- up to two hours a day -- to educational use. Can you just imagine roving around for two hours a day and not having any productive good out of it? Some good educator is going to find out how to make that time worthwhile. Now, let me tell you that if you can

give them a brand new movie on TWA from New York to Los Angeles, you can give them something to look at and some education on a school bus out in Colorado.

We are going ahead with research. In fact, over four million dollars will be committed to New England colleges this year for research, new school techniques, and new basic innovations in the educational process.

Finally, I want to add this: Two major themes run through our whole new approach to education. One is the method chosen. I call it -- the President calls it -- "Creative federalism." People say: "What does that mean?" Well, quite simply, it means the new education laws were drafted and are being administered, so as to encourage maximum state, local, and private initiative and follow-through. It means that we recognize that federal help is needed, but that we also recognize that it is on the immediate, local level that American children will receive good or bad education. You are in charge. Federal aid can revitalize your schools or you can just go jogging along and miss the whole great opportunity that is available. The choice is yours.

Now, the other is the overall goal. Opportunity. That's a wonderful word. You know when I was in Moscow in

1958, I was on Moscow television. It was the time that I had the long visit with Mr. Krushchev. I was given the privilege of answering a few questions of a Russian commentator and I must say that they were uncensored. But I used the word about America time after time: opportunity. And this poor translator said we just don't have any word that says that. I'm sure that they do have, but he couldn't grasp it at the moment. Opportunity. Maybe this is one of the points of differentiation between the two societies. I think it is. Opportunity for every American, every child to get all the education that he is capable of absorbing, so that he can achieve what Robert Louis Stevenson aptly described as "the only end/<sup>of</sup>living.....to be what we are and to become what we are capable of becoming." That's the purpose.

Our whole program is designed and orchestrated in the spirit of the Great Society we seek to build here in our own country. Education is national defense. Education is personal betterment. Education is investment in your future. Jobs. Economic improvement. New industries. It is the hearthstone, the key stone.

What we seek to build, my fellow Americans, is not

- 23 -

a Handout State. Let's get everything perfectly clear in mind: what we want and what we don't want. We are not seeking to build a Handout State. It is not a Welfare State. It is, in the true Yankee spirit of self-help and self-reliance, the Opportunity State. That's what we're trying to do. That is what education's for. It creates power. It creates strength. It creates wealth. It enhances opportunity. It embellishes opportunity. It makes for better living.

Thomas Wolfe, an author of the 30's, said something like this and it means so much to me -- I hope it does to you -- it is what this country is all about, what we are trying to do. He said to every man his chance, to every man his shining golden opportunity to work, to live, to make the best out of his life -- this is the promise of America. And ladies and gentlemen, as educators and interested citizens, the promise of America can only be fulfilled if there is hope. And the spark of hope can only be kept alive if our people are educated. Jefferson was right. You cannot be both free and ignorant. You have to take your choice. I think we have made ours. We want to be free.

Thank you very much.

#####



# Minnesota Historical Society

Copyright in this digital version belongs to the Minnesota Historical Society and its content may not be copied without the copyright holder's express written permission. Users may print, download, link to, or email content, however, for individual use.

To request permission for commercial or educational use, please contact the Minnesota Historical Society.



[www.mnhs.org](http://www.mnhs.org)