

Central High School - May 23, 1966

INTRODUCTION

This has really been a day. For those of you who don't realize it, we have been entertaining the Vice President of the United States at lunch for about the last 20 or 25 minutes and we didn't know about it until about, I guess, 35 minutes ago. I hope he really enjoyed it. On behalf of my faculty and student body, may I just say a brief word of welcome to all of you, to the Vice President and his party, to the distinguished members of the Board of Public Education, to the Superintendent of Schools and his representatives, to the President and Members of the Associated Alumni of Central High School and to the Representatives of the Association for the Advancement of Central High School. And finally, to those young men and women seated in the very center, the young editors, who represent the Scholastic Press of the Greater Philadelphia-Metropolitan Area. I am certain that these young people share with me the pride that comes from knowing that such a distinguished representative of our National Government has honored us with his presence today. In case you weren't familiar with the selection the band was playing as we came in, it is called the Minnesota Rouser, and it seemed to have its effect. It was played, as you probably can guess, at the request of the native son who is seated on the platform. I'd like to just remind you in welcoming you, that the history of Central High School stretches backward approximately 128 yrs. into the Jacksonian period of the American democracy. This school was founded in 1838 and it was the first public high school established in Pennsylvania, and the first established outside the New England Area. Through periods of war and peace, economic prosperity and depression, this school has remained a symbol of enlightened free men everywhere. Central has been the model after which the high schools of this city and state were fashioned. It is, therefore, altogether fitting and proper that our welcome be extended to our guest on behalf

not only of Central High School but of all the schools in this area. At this time I would like to present to you the former Mayor of the City of Philadelphia, who is presently President of the Board of Education, Mr. Richardson Dilworth, who has a presentation to make. Mr. Dilworth....

We are tremendously honored today to have the Vice President of the United States visiting us. We went down to Washington, the Board did, in early December, and we headed directly for the Vice President's office, because we knew he was one man in Washington who would really help us, who has the desire to help and who has the passionate interest in education. Thanks to him, the doors were opened, thanks to him, we are now going ahead with some of the finest federal programs that have ever been and I don't know of any man in this nation who has done more for education than our Vice President, so this task today is certainly a very very pleasant one for me. James G. Barnwell was a graduate of Central High School and was for many years the Librarian for the University of Pennsylvania and at his death in 1919, he left a considerable estate and that was left for the sole purpose of aiding and developing the character, courage and intellect of the young men who go to Central High School. So it is most appropriate that today, this award, this annual award be made to Hubert H. Humphrey, that distinguished Vice President of the United States of America. When I spoke of him as the President, that was just a slip, I think.

SPEECH

Thank you very much, my good friend, Richardson Dilworth. To Mr. Gregory of the Central High School, to Mrs. Kline of the Girls' High, to the Members of the Board of Education, and students and faculty, first my thanks to you for a very enthusiastic and happy occasion. When I walked into this room and heard the outburst of applause, I

began to wonder why anyone was concerned about the power of the atom.

It seemed to me there was more energy in here than any split infinitive or split atom or any nuclear energy. And that Minnesota Rouser was done in first class style, I want you to know. We'll give you a scholarship to the University of Minnesota for that. I've already been reminded, however, that music education program at Central High is one of your outstanding achievements and I think I had audible evidence that that was the case. I've had a very exciting day in Philadelphia, arriving here about the noon hour. I first of all want to thank the Board of Education and Mr. Gregory for providing me with that instant lunch and that they gave to me just a few moments ago. Apparently someone forgot that noontime was the time you were supposed to dine and we just took in a little coffee break and extended it a few extra minutes here this afternoon. We first went to the schools over in the 1st District, over in the south and southwest part of your city to Bartram High and to some of the other schools, five of them in that particular area, and then over to St. Elizabeth's, one of the fine parochial schools, and now here to Central High, and I think this gives one a very good cross-section of the educational experience in the elementary and secondary schools of this great City of Philadelphia. In Bartram High, we were able to announce some very new and daring, and we hope, productive programs in education, particularly in vocational education that can be of help to students who need help, in a neighborhood that needs help. And, in the other schools that we visited, there is the schools of, I believe, Patterson, one of the schools that I visited. I'll check up the others here, the Tilden Junior High School, where we discussed such programs as the kindergarten program, the pre-school age program, new teaching techniques, closed television, a whole series of innovations in education. This is not new to Central High or Girls' High, because I know, having read the background of this

famous high school, that most of these, what we call innovations, you have had for some time. But, what we are seeking to do, throughout America in our Aid to Education is to upgrade the entire educational structure, a sort of Project Catch-up for some, Headstart for others, but an educational opportunity for everyone. Every school in this land ought to be a cathedral of excellence, every elementary, every secondary, every higher educational institution ought to literally reach for the stars of achievement and I have the feeling that I am talking to students and faculty that fully appreciate the importance of those words. You know, there's an old habit in this country that's a tradition, people like to see what the future has in store for them. I suppose it's not unique to America. Back in the time of the Greeks, they went to the oracle of Delphi. Around these days, why you go have somebody read your palm or the tea leaves. I don't know whether any of you attend state fairs or county fairs, but there are always those that by the shuffle of the cards and so forth can tell you who you're going to marry, what you're experiences are going to be, etc. etc. Looking to the future, well in this modern day and age of the computer, of course, we don't depend too much on the reading of palms or tea leaves or cards, and we don't have any oracle that we can go to, so there was a commission established here recently of commission for the year 2000 by the American Academy of Sciences, and this commission represented the collective view of 82 present day oracles, engineers, physicists, social scientists, psychiatrists, technicians of several different disciplines, and they came up with a few general predictions, and I want to share them, because these predictions are soon to be fulfilled. Everybody has heard of Orwell's Book on 1984, when big brother is supposed to be having his eye on you. Well, the year 1984 can be a little bit better than Orwell figured it out. The Commission on the Year 2000 said the following things, and most of you by 1984 will

just be in the full bloom of life so you ought to know what's ahead for you.

In agriculture--the large scale use of desalinated water, the deserts of the world to become the food producing areas of the world. Now this ought to be good news for people of today who are worrying about the pressure of population against food resources. The day that we make the breakthrough in the desalinization of sea water is the day that life becomes livable for hundreds of millions of people of today literally survive on the edge of starvation. Remember that four-fifths of the earth's surface is not usable for agricultural purposes. Mankind lives on the one-fifth. If ever we can break through with the desalinization of sea water, and we will as surely as we are in this room, three-fifths of the earth's surface will be a garden, because nature has made it so that the unused land of the desert is twice-thrice fertile compared to the land that we've used for centuries. And we are at the historic moment now of the breakthrough, the economical breakthrough of the desalinization of sea water, fantastic, and when we look to the future, as some people do and they come out feeling so miserable, I look to the future and say that better days are yet to come. I'd just like to remind this audience if you hear anybody talking about those "good old days" it just means that they've had a lapse of memory. They never were that good. The best days are the ones that are yet to be lived, the best day is today. This is the one that you're sure of right here. The year 1984 in agriculture, desalinization. In medicine--you've seen it already, just the beginning. You've been reading about it, the transplanting of the natural organs from one body to another, the transplant of a heart, of a lung, of a kidney, of a liver, of one organ after another, no longer theory but a reality. It is only now the matter of the wider use and the more complete knowledge of this great physiological and medical possibility. And indeed, the creation of artificial ones as we've noted of late as we've noted with

In psychiatry--fabulous breakthroughs. Of all the diseases that do affect mankind, mental illness is the most widespread, and the least that we know about. We are making unbelievable breakthroughs in the use of drugs that control or modify the personality and in the year 1984 it is judged this will be commonplace.

In education--the use of sophisticated teaching machines, and I want to say to the teachers, it won't mean that you're displaced. Not at all, it will just simply mean that you will have more competent assistance. The teaching machine, which is literally unused in most of the schools of America will become an essential, as much as the old school bell was an essential for the one room school house, in the year 1984.

In Worldwide Communication--the employment of instant translation machines, translating into five languages simultaneously, the written word, in just a few years, translating from Chinese into four other languages instantly, so that technical documents will have instantaneous use no matter from whence the source. Already this is well underway.

In Space--the establishment of a permanent livable base on the moon by 1984, yes, before that. There will be regular moon trips and instead of people getting a little starry-eyed looking at the moon, when you're talking to that gal say, "What about a trip to the moon?" That is, if you really are something, you'll be able to offer that little journey.

Now, some of you may say that there's nothing really surprising in all of this and that may be true, so I'll add what we can get you in the year 2000. The augmentation of our food supply by large scale ocean farming, farming the beds of the seas, and indeed, mining the beds of the seas. But more importantly, the ~~pro~~duction or the fabrications of synthetic protein and protein is the life element that is short

in short supply for most people. The control of the weather, a sure thing long before the year 2000, but giving one some moving room by the year 2000, we should control the flow of water and rainfall, storms, we know now much more about the weather in the last year than we've known in the preceding 1000. We are able to take instantaneous pictures now out of Nimbus, the weather satellite, and we've put up now the second Nimbus Weather Satellite, that gives us instantaneous topography of the weather systems and every newspaper in the world can get that instantaneously by a very simple, inexpensive gadget that is placed on a desk, and the photos roll out of the weather over the entire earth depending on which you want to photograph. The use of controlled thermo-nuclear energy as a major source of power. Three years ago, my fellow students, we were thinking about closing up plutonium plants of America. In fact, the order was given to close them down because there was too much plutonium. Now, we are short and we're not building bombs with it. We're short of plutonium we're going to be needing to expand our plutonium production which is the great power of nuclear energy. For what reason--for medicine, for the purposes of civilian power, power thermo-nuclear power for our cities. We are now working on an isotope battery that will keep a mechanical heartbeating in regular rhythm for 20 years without a change, and the battery is about one-third the size of the fingernail on your little finger, and it will be able to be removed, put in and taken out just like you remove a battery from a flashlight, only the light doesn't go out in this instance. That's very fortunate by the way. What was only a few years ago, an overproduction of nuclear power, plutonium, is today facing a shortage. The correction of hereditary defects, so many people are the victims of inherited disability, the correction of hereditary defects through the modification of genetic chemistry is now not only theoretically possible, it is possible. And it will become a wideknown science for the relief of mankind in the next

few years in your lifetime.

And in space--the mining and manufacture of propellant materials on the moon and the landing of men on Mars. The creation in the laboratory of primitive forms of artificial life. These, then, are the educated guesses of 82 modern oracles about the broad lines of the future. But I suspect that you ask the question, "Well, what's in it for me." Well, I'll tell you what's in it for you. It means we've just opened up the gateways of opportunity. The theme of this generation is not welfare, the theme of this generation is not collectivism, the desire of the American youth is not a handout, and the desire of your government and the theme of this government is not a handout. We're not seeking to build in this country a welfare state and we're surely not asking for a handout state. But, we're seeking to build a state of opportunity for everybody, letting everybody participate to the maximum of his or her ability in the society of which they are a part. To bring people into the stream of light, to get there where the action is, and to be a part of it, that's the whole purpose of everything that we're doing today. Now, I'm talking to young people that are the most gifted in this community. I've heard the remarkable record of this high school. There are men on this platform that are proud to be graduates of this great high. Your school has a national and international reputation and you have the duty to maintain it, just as the United States Marine has the great obligation and duty to maintain the esprit of the Marine Corps and he does, so a student of a great university or a high school has an obligation over and beyond himself or herself to maintain the great tradition of excellence of an institution. And when I mention the word excellence, let me say that's the least that we should expect from gifted people. Anybody can do what's possible. If you're only going to do what's possible, you're wasting your time and mine, too, and the faculty's. The whole purpose of this country is to do what is impossible and we have.

It was impossible to have a government of the people, by the people and for the people. No one else ever had one, but we have. It was literally impossible to have public education. No other country ever had it, but we have. It was impossible, they said, to split the atom, but it was done. In our lifetime and in this country and not by a native born American, either. They said it was impossible to have a multi-racial society and have it working together in unity and maybe this is the one that we have to prove. The question is, "Can we live together?" I think we can. Some people said that it was impossible for a nation such as ours to have a written constitution and have that basic document meet the needs of many generations, but we have. We have done the impossible. We have performed it time after time. People said it was impossible to transport the expeditionary forces in time in World War I, to defeat the Kaiser, but it was done. And Hitler, undoubtedly, thought it was impossible for the power of America to be brought to bear in World War II in a decisive manner, but it was accomplished. And there are those that thought it was impossible to build a United Nations, and you honored the President of the United Nations right here in this school when it was achieved. And there are those who today say it is impossible to help other people lift themselves to an orderly society and to social progress in southeast Asia or in Africa or in Latin America, but if it's impossible, then everything is lost. I don't think it is impossible. I think it is not only possible but I think it is necessary, absolutely necessary. But, how do we do it. By paying back our debt to society. I'm lucky like you are. I've been the most fortunate man in the world. I was a graduate of a public school. I attended a public university. I received my Master's Degree at a public university. I taught at a private university. I have been elected to public office five different times, six different times, twice as Mayor, three times as United States Senator, and once as

Vice President. I've been a very fortunate man. But the greatest good fortune of all was the privilege of education because, like many other people, I had very few privileges. Coming from very ordinary plain but dedicated people, without too many worldly goods. But I had the privilege of a university education. When I used to go around this country telling people, particularly my own sons and daughters, how father dad earned his way through college, of course, that is the number one falsehood of all time, no man ever paid his way through college, no one ever paid his way through anything. Most of what we get is a gift. How can you ever pay your way? How could you ever pay for a library? How could you ever pay for the works of Shakespeare, the paintings of Renoir, the writings of Aristotle? How could you ever pay for the history and the knowledge of history that comes from the ancient Greeks and the Egyptians? How could you ever pay for the immortal words of the Bible, and yet these are all of the heritage that we receive. And, when I hear somebody say that he paid his way through school, it only demonstrates that he hasn't really put much value upon his life or upon education and thank goodness some of us learned before it was too late. My prayer is that I may live to be 100, not because I think I can contribute too much between now and that time, but because I should like to live long enough to start to pay back the interest on the debt that I owe my state, my community, and my country. The privilege of an education, how fortunate, which gets me around to this, that you have a special responsibility. There are more young people today without education than with it in this world, and you have to think in terms of world today, that's your neighborhood, your world, there are more people hungry today than well-fed, more people illiterate

than educated, more that are sick of body than are well, and more that are sick of spirit than are filled with the joy of life. If there ever was a privileged generation, it is ours, yours and mine. If there ever was a privileged nation, it is ours, yours and mine. We owe so much to others. Much has been given to us, and rightfully much is expected and this tells me that we have our duty to perform. What is that duty? It's to help build the conditions of peace, not merely to ask for peace, not merely to hope for it and pray for it, but to work for it, and peace is not just demonstrating for it, and its not merely orating for it as some of us do. It's not only issuing edicts or proclamations, or state papers, peace is education. Thomas Jefferson said, "You can't be both free and ignorant." You have to make up your mind. You have to make a choice. H. G. Wells told us even more graphically when he said that civilization is a race between **education and catastrophe**. So the peace that we are talking about is the one that you're working on right now as a student, knowledge, enlightenment, understanding, the realization of the importance of human dignity and human brotherhood, the peace that you build day by day in building a better city, in building a better state, in building a better America, that's what we mean by peace. Peace is hard work. Peace is harder to gain than victory in war. Peace requires the boldness of mind as well as the bravery of body and spirit and it requires perseverance, dedication, and the peace that I speak of to this audience which is the hope of your life is not ecstatic, it isn't something that is passive. It is alive. It's active. It is the United Nations at work. It is technical assistance at work. It is food feeding the hungry at work. It is the doctor in the strange village in a faraway land at work. It is in America, learning to live together, because if we can't live together in this country without riots, if we can't live in this country in fairness and in equity and in equality, what makes you think they can live that

way any place else? And when I look back over recent days and think of the violence that has been done in this country, when I think of the injustices that have been uncovered and revealed in this America of ours, is it any wonder that other people have their troubles? The greatest contribution that we can make to peace in this world is to live peacefully ourselves, and to let the good example spread, to carry the knowledge of peaceful living to others. And I urge upon the students of this school to prepare yourself for service, to prepare yourself for service to help your fellow man. I went to a school this afternoon in your own city where I met better than a dozen young high school students that were aiding other students who needed remedial reading. And we're going to need thousands of you in the Peace Corps, because we're learning now that ^{no amount of} military power in the world can save this world. We're learning indeed that the mass of power that we have becomes a liability. We're learning what we needed to have learned a long time ago, that is the giving and the living, it is the giving of yourself and the loving of humanity that is the real power. Some people may say sentiment, but I say truth. If it were power that could bring justice in this world, tomorrow morning we have more power than all the nations of the world put together. Our power is an awesome thing and the greatest problem we have is the disciplined use of that power, to make sure that we do not overindulge in its use. But the kind of power that we need now is not the power of bombs, not the power of guns, important as those power factors are, but the margin of strength that is ours is in our enlightenment, in our sense of compassion, in our sense of humanitarianism, in our willingness to be of service. So I call upon the students of Central High that are some of the finest in the land, those of you that will go by the hundreds into the universities or colleges to prepare yourself to help others in order to help yourself. The United States

needs you, your nation needs you, this world needs you. And when I was given this high honor today that was bestowed upon me by the President of the Board of Education by my fine and good friend, may I say that I am fully cognizant of the responsibilities that are mine, namely to serve, to be of help, to set an example. I want to congratulate Central High on setting an example for other high schools, other students. Carry your banner high. Don't let it ever be stained, and don't be afraid to be extraordinarily good because for Americans, there is only one standard that's worthy of us, excellence. Do the impossible. Reach for the stars in order that you may do good on this earth. Thank you.

Sir, I want you to know that I am most grateful for this Stetson, Texas style, and I want Richardson Dilworth to know that I am only the Vice President. I don't want to get in any trouble. Thank you very much.

I ask at this time that any student editor who has a question do the following things: Please first, rise to be recognized, then when you are recognized, state your name, then your school, and then, please, ask your question. And, I'm going to take a great liberty here because I would like very much to recognize the editor of the Centralizer and see whether or not we can lead off with Paul Felcher. Paul, do you have a question?

Mr. Vice President, how will Secretary McNamarra's new Selective Service Plan influence going to college in the fall?

A. The proposal of the Secretary of Defense, Mr. McNamarra, was not an administration proposal in the form of legislative recommendations. It was a suggestion on the part of a very intelligent and able and imaginative man as to some way in which to revise our Selective Service System. I think most of us recognize that the present structure has

many iniquities, that it needs to be re-examined, that there is much more to service to our country than just military service. I wouldn't want this audience, however, to feel that Secretary McNamara was making a suggestion that was to be advanced in the form of a legislative proposal from the President. What he was doing is what I think officers of government ought to do, think out loud, give some suggestions that can be worked over by the committees of Congress and the American public, get the refinement of the crossfires of examination, and out of these suggestions, something better will come. One of the dangers, may I just digress for a moment, in this governmental structure of ours is everything has to be so official that there is a tendency to have all of the refinements come in the quiet of inside discussion before anything gets on the outside. I'm of the opinion we would do very well to encourage the Members of Congress to probe and to pioneer, to explore, to experiment and to discuss and to debate many proposals. Now in this area of manpower, surely there is that need. And then Members of the Cabinet likewise on occasion when they have a message that they feel is important to a particularly timely subject such as Mr. McNamara's proposal on universal service, I think that this is helpful. I believe that he has let loose some ideas here that are going to greatly improve our whole system of national service, both military and civilian.

V. P. Yes sir.

Q. (Student from Lower Merion) Mr. Vice President, can you tell us how you expect the democratic party to do in the fall election? If you feel that they'll lose seats, can you tell us how many? And what do you think the major issue will be in the campaign?

A. You know, every time I get a question like this I am reminded of what President Truman said. He said, "Whenever you come out to a

high school or college audience, you always wonder why did you leave Washington." You've asked a real tough one. Well. And a good question, sir. First of all, it is as I see it now, and many things could happen between now and the election, I would not expect the democratic party to lose any number of seats in the total. It may lose a congressional seat in a particular district or so, but I would think that they might offset that another place. I do not, as I see it in the month of May, 1966, see any major setback for the democrats. But, I've been in politics for a long time and I can tell you, you can look awfully good in May and oh, man, you can have a miserable November. But, I hope not. If we do our job as we ought to, I think that the administration will be rewarded by the electorate. You asked me what I think the major issues are, well, as a democrat, the issues that I would carry to the public would be the program of the 89th Congress because I do believe that the administration ought to run its record. This is one administration that has redeemed most of its platform pledges. In the first session of the 89th Congress, we passed 80% of the commitments in the platform of 1964. The major issues, however, undoubtedly will be in terms of controversy, the condition of the economy including what is being done to keep this economy on sort of a steady level not to have it get out of balance into inflation, and secondly the other issue will be the international situation. I doubt that that will produce many votes, however, for either side, because there is such a difference between, within the parties. There are many democrats in the democratic party that disagree with the administration's position, particularly in Southeast Asia and Vietnam, and there are many republicans that do agree with the administration's position, so it doesn't leave a clear-cut party difference.

Q. What's the administration's position in relation to the present civil strife in Vietnam, especially in regard to Marshall Ky's statement that he intends to remain in power for about a year?

A. I'm sure you can understand that we're very distressed and very concerned over the conditions of civil strife in certain parts of Vietnam. I think you also know that this government is in full support of the institutional assembly and the writing of a constitution and the calling of elections following the adoption of that constitution. This means in all candor that we will expect government, that is the Ky government, to fulfill its commitments as stated to ourselves, to the Buddhists, to the Vietnamese people. Commitment #1, the Constitutional Assembly and by the way, I will say for the Ky government that commitment had been made long before these demonstrations, but the date was set up which means that that should be sometime in this early fall and following the Constitutional Assembly, when a constitution is written and the election laws are prepared, there should be as soon as possible, and that would be in a few weeks, a general election for the purpose of broadening the base of the government and giving people a free choice as to those whom they may wish to govern them. I believe that you will find that this government will insist upon those commitments being kept.

V. P. Yes, sir.

Q. Mr. Vice President, I've heard it's been rumored that President Johnson may not run in 1968 because of poor health, and I was wondering if you could possibly give us some information about this and who might possibly be the democratic candidate?

A. Well, now, if you want any information about these things, you ask Harris Bach, he's one of the students around here. As you know, Harris has an inside tract in the Vice President's office there, and... but, let me be very serious with you on your question. No. 1, if the President is in poor health, then I pity the rest of the nation, because he works about 18 hrs. a day and he is feeling extraordinarily well. He's a very vigorous man, he's a 7-day a week man, and if you don't believe it, you ask the reporters that cover him. No. 2, I'm

afraid you've been talking to some good republican, who is doing some wishful thinking. I have every reason to believe that President Johnson will be a candidate for re-election in 1968 and I'm going to be talking about who he ought to have for Vice President on that ticket. I have a recommendation to make.

V. P. Yes, this young lady.

Q. Has the United States Government taken any action against the South Vietnamese anti-government forces that have recently begun endangering the lives of our soldiers there?

V. P. No. The United States Government has not taken any action against rebels as they call them, or the anti-government forces in South Vietnam. However, we have given a stern warning to all parties and we expect the rights of our troops or installations to be honored and to be protected and we have the means and the capacity to fulfill that expectation. What we're seeking however, is reconciliation of the divergent groups in South Vietnam. Let me say just a word to this student body about the conditions in South Vietnam. When I returned from Vietnam, I said that I thought the military situation was better. I said I returned with restrained optimism that we had a plan of battle and I thought we were capable of carrying it out. I still believe that. Insofar as the military situation, it is better. The Vietcong suffers nothing but defeat on the field of battle. The problem in South Vietnam is not military, however, the problem is nation building. It is political. It is social. It is economic. And this was the main purpose of the Honolulu Declaration to find some answers to winning the war, the war of building a country, of developing a government, of improving a social structure, of modernizing an old nation and it's here where the difficulty is. We had as much success in the civilian area as we've had in the military area. I believe that we'd be much closer to peace in South Vietnam. Actually, the Vietcong

and the North Vietnamese know they cannot beat the allies in Vietnam militarily. They must know that. I'm sure the Russians have told them that. I'm confident the Chinese must have told them that. It's impossible for a small nation like North Vietnam and even their allies and stooges in the Vietcong to win against the power of the United States, Korea, Australia, New Zealand, and Vietnam. It's just impossible for them to win militarily but what they're hoping to win, they're hoping for their victory out of political instability, political anarchy, a complete breakdown of the social-economic structure, and here is the danger that we see now. Questioned before the world and ^{particularly} ourselves is how can we repair that fractured, literally destroyed social structure, if not destroyed, partially destroyed social-political structure. It is to this that we are giving most of our attention at the present time. I have a feeling that the political situation will get a little worse before it gets better and it will get better and the better will come when they have the elections, but we're going to go through a period of political monsoons for awhile in which there will be ups and downs in the political structure, but once that the Constitutional Assembly has been called and it is now meeting and the constitution is written and elections can be held even though those elections may be very imperfect, because I don't think you can hold completely free, totally free genuine elections all over Vietnam under the present military situation, but it will be so much better than it is now that it will provide a solid base for progress. It's going to take perseverance. It's going to take a good deal of tenacity and a good deal of faith on the part of the United States and others to hold through this difficult period, and I hope that we can minimize our military losses during this time. We have been doing so of late. You can rest assured that the policy of your government is to minimize those losses of men, to minimize any military losses that we might have

to suffer as we utilize the time that's gained to build a political and economic structure.

Well, we sure got something out of that.

V. P. Yes, sir.

Q. Clark Washburn, Great Valley Senior High School, Malvern, Penna. Mr. Vice President, now that you've been to Vietnam, and you've seen for yourself how the Communists operate, you've seen how things are over there and inasmuch it has been several months since the peace offensive was initiated and nothing much has come of that, and we've seen that the Communists are not very willing to negotiate, how do you now feel about the recognition of Red China?

A. Well, I don't believe that we need to get a definitive answer on the matter of recognition of Red China at this moment. I do think that it is highly important for the people of the United States, for the government of the United States to have all possible information about Red China, to know more about its people, to have it's best scholars studying this area of the world, to acquaint the American people with those studies and indeed, I might make another suggestion. I think that the knowledge that we need to obtain about that part of the world known as Communist China ought to be the end product of the scholars of the entire free world. I would really feel that we'd be much safer, much better informed if we didn't depend only upon our own forces of knowledge and I would hope that either through the United Nations or some other international organ we could get a number of far eastern scholars concentrating their attention on all aspects of what's going on in China today. Then I would advocate as the President surely has already initiated, the exchange of persons as we have said, not to isolate China from the family of nations but to contain her militancy. To treat China of 1966 very much like we treated the Soviet Union in the 1920's and the early 1930's before recognition, to become better

acquainted with what's going on and then waiting for the day that Communist China is prepared to live by the charter of the United Nations. May I add that China has never asked to be a member of the U. N., you know, except on the basis that she demanded that Thai Wan be returned, she says returned to China, that she absorb Nationalist China and that she have four or five general divisions of the charter. In other words, China says, "I'll join the United Nations if you write the charter the way we want it." Now that isn't the way that you get invited to a party. You don't lay down the ground rules. You come in on the basis of what the rules are. The United States is perfectly willing to face up to the possibilities of U. N. action on the application of Red China if such application comes. We are also perfectly willing, may I say, to extend every possible opportunity of travel, of scholars, of medics, of scientists, of all people of all walks of life in order to become a better neighbor with all parts of the world.

Q. How long do you think that the United States can continue to give money to Nasser.....

A. Do I understand that your question is about Nasser? We help the United Arab Republic only with food through the Food for Peace Program. We have no economic assistance to the United Arab Republic, at least in the last fiscal year, and our food program as you know now is on a limited basis. Mr. Nasser goes through these ups and downs where he spends some time denouncing the United States, some of his officers do, and there are other days in which he seems a much more cordial individual and nation. We do not extend food aid to Nasser because we approve of what Mr. Nasser's doing. We extend food aid because there is a dire need for their people, just as we've extended to many other nations in the world. This is all under careful re-examination in the light of more recent developments.

V. P. In the back?

Q. Mr. Vice President, Is there any evidence that the Smith Regime in South Rhodesia is toppling and if not, what will the United States do, if anything, to try to take a stronger stand?

V. P. I am thankfully unable to answer your question. I think that when a man doesn't have any information on something, he ought to tell you, and I frankly do not know how to answer your question, so I don't want to muddy the water.

V. P. Yes, sir.

Q. (A student from Cheltenham High School) We have heard a lot of speculation lately on the possibilities of a troublesome summer in the so-called "negro ghettos" in the major cities. What do you think the administration's responsibilities are if such conflict arises?

V. P. Well, the main thing we should do is to try to prevent such possibilities. And, I can tell you that great efforts are being made just to do that. I happen to be Chairman of the President's Youth Opportunity Committee and we are launching a whole series of youth employment programs this summer and we hope to be able to find jobs for over one million unemployed teenagers. We did last summer, one million over and above any estimates. We have a nationwide program known as Project Chance in which we hope to have a minimum of five million participants, youthful participants in recreation on school grounds, in our playgrounds, We have work study programs under way. Frankly, this matter boils right down to local community relationships and as I have said in city after city, we're either going to rebuild our cities and make them what the ancient classical writers called city beautiful, or these cities of ours are going to become dangerous pits of violence, dissension and disorder. Now, we have the means to make these cities livable and just as once we said in America that every boy and girl ought to have all the education that he or she can take and absorb, it now becomes that every American **ought** to have a decent neighborhood in which to live to build his life.

This is essential. You no longer can imprison people into ghettos of concrete, brick and steel. That day is over and there is enough space in America, may I say, for everybody. So, let's get right down to it. The biggest issue facing America is not Communism but Slummism. When I say Slummism, I mean all that comes with it, inadequacy of housing, poor training for jobs, poor education, inadequate parks and recreation facilities, frequent inadequate social services. A general feeling of frustration, bitterness, and sometimes hatred, and you and I are going to have to do something about it before it's too late. Now, we'll wage war on Slummism, just as vigorously as we've been willing to wage war on Communism, both of them are evils. Don't misunderstand me. I'm not giving you either/or, both of them are evils. Both of them are dangerous. But we'd better gird ourselves for the battle against our domestic enemy and that domestic enemy is plain old Slumism. And you have a little of it in Philadelphia, and we've got a little of it in Minneapolis, and a little bit in New York, and you take me to any city in America and there are more victims of Slumism than Communism. So, I suggest we get busy on the last one immediately and the federal government can take care of a lot of that Communism business with your help.

Just a minute, I promised to take one more before...I'm going to take that lady back there, that cute bonnet on, that's you, the pink one there.

Q. (Not audible).

A. I want to say, Sandy, that you didn't need any of the electronic equipment to get that message through to me. Is that right, Sandy, is that your name? Well, Sandy, one of the things that I do in my spare time is to look at the young ladies that have pretty hats on like you have. No, I do have some spare time, on occasion, and this past weekend, I'll let you in on a little of my spare time. About midnight, I arrived home in my home state of Minnesota. We have a

place out in the country by a little lake, Waverly, Minnesota, and I went out there Saturday morning, was working out in the trees, we have about 16 acres out there, and you see that bandaid, it was a first class he-man's blister right under there, right there, that came from taking the axe out there and cutting down trees and trimming up some shrubbery, helping put in a dock out at the lake and just working in general. I personally like to be out-of-doors. My favorite recreation is either going hunting or swimming or hiking and I'm just looking forward to the opportunity to do more of it, and preferably I like to do the swimming and the hiking with my granddaughters. They're great fun. Thank you very much.

M. C. I have several short announcements I would like to make. I think in concluding the conference I should use the traditional phrase, "Thank you very much, Mr. Vice President." In making up my early remarks, I want to correct an ommision which is a very serious omision because I do realize that the Mayor of the city would be here with several of his representatives and I want to formally recognize this ommision by recognizing the presence of the Mayor of the City of Philadelphia, Mr. Tate. I have a request to make of you student editors, and I wish you'd listen to these directions very carefully, because we have been asked to do this by the Vice Presidential staff. If you do insert in your school papers some report of this meeting, we would like you very much to send a clipping to the following address so that we in Philadelphia can collate for the Vice Presidential Staff. Will you send the clippings to the Division of Informational Services, Room 224, Board of Education, 21st & Parkway, Philadelphia 3. Now, I have one final request, will you please remain seated while my platform guests leave. You've been a wonderful audience. Thank you so much for being with us.



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