

REMARKS
VICE PRESIDENT HUBERT HUMPHREY
CONFERENCE FOR FEDERAL SUPPORT OF EDUCATION IN
URBAN AREAS
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
WASHINGTON, D. C.
MAY 16, 1967

Thomas Jefferson rightly wrote that no nation can hope to be both ignorant and free.

And today, in America, we have clearly made our choice. And our choice is not for ignorance.

∟ This year the federal government will provide some 10 billion dollars for all educational purposes -- an amount, I need not point out, which is several times the amount of federal help only four and five years ago.

∟ Next year, if Congress votes all of President Johnson's requests in education and training, we will provide 11 billion dollars.

When I hear critics claim that this is too much, I respond that no money this nation spends is better spent than for education. For that money is spent, literally, for our future.

But individual human stories tell the tale far better than cold statistics and dollar signs.

Here are the words, which I recently found in a report, of some children from an urban area:

"I can read! I can read! See ... I'm not dumb!"

"I never rode on an elevator or a boat. Now I know."

"I know the beginning sounds."

"I want a book about whales."

"Maybe I'll be a bass fiddle player."

Those words were spoken by youngsters from a neighborhood of bitter poverty -- youngsters who were participating in a summer program under Title I of the Elementary and Secondary Education Act.

↳ This year some 2 million boys and girls will have similar summer experiences through Title I.

↳ Boys and girls from your cities will go camping for the first time in their lives.

↳ They will visit a farm. They will learn how to swim, or ride a horse. They will visit an art gallery or hear a concert.

↳ They will get special help for reading. Some will see a doctor for the first time.

↳ Dental help ... psychiatric care ... social services ... parental counseling ... nutrition -- good, hot meals and lots of milk ... a ride on a bus into the countryside with story-telling and special writing projects -- that is what our summer programs are all about.

Whether Head Start, or Title I, or the Community Action Program, or under your own city and county programs,

these summer projects can add up to some of the most meaningful experiences we can provide our children and young men and women.

In submitting an application for a summer Title I program, one project director sent along this poem to plead for his case. It describes "Summer's Children" very well, I think:

"City walls pressing in and down
meet the irrepressible dirty hand and penetrating eyes
Of small children pressing out and up.
The sun bequeaths its warmth to each blade and leaf.
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Summer's in.
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Now, I know that it takes more than a poem to make a summer program work.

First of all, it takes money. This year we have committed some 600 million dollars in federal funds to the many different summer programs in your cities.

That is a lot of money. But we need more.

And we are asking for it. Two weeks ago President Johnson addressed a letter to the President of the Senate and requested a supplemental appropriation for 75 million dollars to provide, and I quote:

"... urgently needed funds for supervised playgrounds and swimming pools, and for training, employment and educational programs to take care of idle youth in our teeming cities."

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∟ We are going to fight in the Congress for this money.

We will need your help.

∟ While you are here in Washington I hope you will call on your Congressman. I hope you will let him know the importance of summer programs and what they mean to your city -- and his.

∟ Our summer programs provide an element in our educational process that often is missing in the highly structured discipline of the class room during the regular school year.

∟ Classroom situations are more relaxed. There is a chance to experiment.

∟ I hope some of you, for instance, will do something about keeping your school libraries open this summer.

∟ Often, the cost involved is nothing more than the salary of one college student home for the summer to act as librarian -- a student who may be from a disadvantaged family herself!

and I hope some of you will use summer programs to change the attitudes and habits of teachers -- many of whom, I know, regard working in poverty neighborhoods as some sort of penalty.

↳ Experience in our summer programs shows that the same teachers who shy away from such assignments are highly stimulated by them when they meet them in the framework of experimental summer work.

↳ I know that in your cities you have devised many new approaches of your own. Many of them have been valuable enough to extend around the school year.

↳ We need to know about these. The flow of new ideas is high on the priority list of our new Cabinet-level Youth Council, of which I am chairman.

↳ Certainly that is one of the aims of the Elementary and Secondary Education Act and other programs available to you.

I have asked for your help in securing additional funds for summer programs this year.

There is another place where we need your help.

I refer to the controversy over renewal of the Elementary and Secondary Education Act.

I was elected to the Senate in 1948, and I have participated in every fight for aid-to-education every year the issue has come up.

You will recall that it was not until 1960 that an elementary and secondary bill could even be brought up for a vote. That bill lost by some 70 votes.

It was five years before we put all the pieces together again.

In 1965, at long last, we resolved all the issues.

I believe it has been President Johnson's greatest single achievement on the domestic front that he succeeded, with the Elementary and Secondary Education Act, in charting a path through the old minefields that held back aid from our schools.

I consider this an historic breakthrough -- and not least because it channels the biggest share of federal help to youngsters who need it most, the children of the poor.

The program has been in operation less than two years -- and it was twenty years late.

But already some self-professed friends of education in the Congress seem willing to risk reviving all the old controversies, reopening all the old wounds of the past 20 years and more.

We cannot go once more down that blind alley. We cannot afford to take apart what we built with such pain and effort.

Let us, rather, take what we have and make it work even better.

I think the National Education Association summed it up very well last week.

Announcing its support of the present Elementary and Secondary Education Act, the association said in a bulletin to the membership:

"Substitution of this measure by a new law, requiring new regulations and state plans, would present school districts with a new set of problems that could easily be worse than those we have experienced before."

The National Congress of Parents and Teachers has taken virtually the same position.

And I know you are all familiar with the position of the National Catholic Education Association and the U. S. Catholic Conference that the substitute bill is unacceptable and threatens the philosophy of federal aid under which we have been able to provide assistance to the children of non-public schools.

The Elementary and Secondary Education Act needs your help.

* * *

I want to stress one other point. This Administration is not opposed to something with the label "general aid", nor are we locked into something with the label "categorical aid."

We are seeking solutions to problems, not semantics.

The problems lie in our cities and in our poverty-stricken rural areas.

They are problems of people -- and they are problems of transportation, housing, health, education, pollution, and conservation.

In the cities these problems are threatening us with slow and suffocating extinction. You men and women have been valiantly fighting them for many years. And you know they are spreading.

I suggest to each of you that labels -- a general aid label or a categorical aid label -- are not what we need.

We need ideas, plans, programs, and solutions.

That is what we are looking for, and that is what we are trying to help you find.

The problems we face do not respect city and state boundaries. In many cases, cities and states cannot solve these problems without federal help.

By the same token -- and this is a most important point -- we cannot solve the problems without your help.

Our aid programs are founded on this principle: You devise the projects. You plan them. You operate them.

That is your role.

We try to insure that they are soundly conceived and properly administered, and we fund them.

That is our role.

Now a new and dynamic element is being added to this relationship.

↳ Through our Model Cities program we are seeking a "systems approach" to solving the problems of our city, bringing to bear a wide spectrum of plans, programs and technical skills in a coordinated attack on the ills of our urban areas.

↳ No longer will education, for example, be an isolated program in the war on poverty, ignorance and intolerance.

↳ The schools will join with health, employment, welfare and other agencies in an integrated system designed to cover the whole problem, just as you seek, in education, to meet the needs of the whole child.

Whatever the approach -- systems development, individual projects, categorical aid, general aid -- you and I know that there will be no quick and easy solutions.

We do not pretend to offer any.

We do offer hope. We offer encouragement.

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I think history will look back on this time in our lives as the age of the emerging new city.

The new city will not be a dream world of no problems.

But it will not be the city of Orwell's 1984 either.

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It is all there. Let us begin.

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I would not want to meet with you today without a brief comment on recent public statements relating to desegregation guidelines administered by the Department of Health, Education and Welfare.

It would be tragic if educators, now charged with the responsibility of moving toward the elimination of segregated school systems in the South, mistakenly assumed that any federal official intended to bargain or negotiate with the constitutional rights of school children.

The HEW desegregation guidelines are good policy, based both upon constitutional requirements and what the courts and the Congress have set forth in law to carry out these constitutional guarantees. There must be no mistake of this fact.

INSERT - 2-

We face many complex problems on the proper role of compensatory education, policies relating to breaking down barriers created by de-facto segregated schools, new concepts to improve the quality of educational opportunities for all students, and the balancing of these policies to make the school system reflect the best goals of our society. These are problems you are dealing with every day. I want to learn from your experience. But I also want to make it absolutely clear that this Administration in no way is decreasing its commitment to efforts to make educational rights meaningful and complete under the constitution.

END OF INSERT

FOR RELEASE: MAY 16, 1967
TUESDAY PM'S

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CONFERENCE OF PUBLIC SCHOOL ADMINISTRATORS FROM 75
OF THE LARGEST SCHOOLS IN NATION
GRAMERCY INN BALLROOM
WASHINGTON, D.C.
TUESDAY, MAY 16, 1967

I think it would be tragic, and it surely would be a sad mistake, if educators now charged with the responsibility of moving toward the elimination of segregated school systems, mistakenly assume that any Federal official intends to challenge or negotiate away the constitutional right of school children.

HEW desegregation standards or guidelines are basically sound policies. They are based upon constitutional requirements and what the courts and Congress have set forth in the law to carry out these constitutional guarantees, and there must be no mistake of this fact.

I think that we face many complex problems on the proper role of compulsory education -- policies related to breaking down barriers created by de facto segregated schools, new concepts to improve the quality of educational opportunity for all students, and the balancing of these policies to make the school systems reflect the best goals of our society.

These are the top problems with which you are dealing every day. And they are difficult and you deserve the understanding and patience and support of the American people. But, I also want to make it absolutely clear that the Administration in no way is minimizing its commitment to efforts to make educational rights meaningful and complete under the Constitution and under the law to every American citizen. We can do no less and we should aspire to do no less.

You know we are really engaged in the most wonderful adventure of all times. No other nation has ever dared before in a democratic society to establish one citizenship without class for all its people.

It is a tough road, but it is necessary -- we can't turn back -- we have to keep at it and I think that in our dedication we will win it.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Bureau of Elementary and
Secondary Education

[Transcript]
file
May 24, 1967

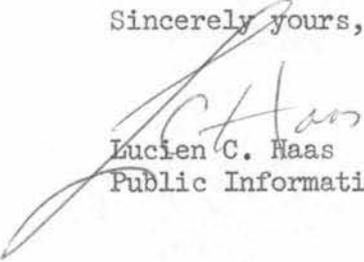
Mr. Ted VanDyke
Vice President's Office
New Senate Office Building
Washington, D.C.

Dear Ted,

Here is transcript of the Vice President's remarks at the Conference on Federal Support of Education in Urban Areas on May 16. The Vice President's appearance was most welcome and his speech was splendid.

If I can ever be of assistance to you, please call on me.

Sincerely yours,


Lucien C. Haas
Public Information Officer

REMARKS OF VICE PRESIDENT HUBERT HUMPHREY

If this were a partisan meeting, I'd make some comments about the shaky platform on which I'm standing. I'll have to tell you a story about that-- I was speaking up in Morton, Minnesota, a ^{few} years ago--that isn't exactly one of the great metropolitan cultural centers of the universe, but it is the County Seat and I was being introduced. The gentlemen who introduced me in this highly Republican county said that seldom had they ever had a Democrat speak at the County Fair and that he wanted me to know and the audience to know that a very special concession had been made to permit my appearance. That this platform on which I was standing had throughout the years of the history of Morton, Minnesota been always occupied by a Republican spokesman. It was literally a Republican platform. He introduced me and at that moment--it collapsed! If you wish to draw any conclusions from that, why you're at liberty to do so.

My friend, Mr. Howe, Harold, it's good to be here with you and it's a special privilege to come and talk to heads of great educational institutions, ~~XXXX~~ school superintendents, school administrators, and school officers. I appreciate the fact that I was introduced as one interested in education and I surely am. I've never had the privilege ^{however} some of you have/of being in charge of either elementary or secondary education or even being professionally associated with it. I have been a teacher at the university level--first one of those starving assistant ^{instructors} professors--then an instructor--and ~~XXXX~~ ^{once} a visiting professor. That's when the ^{salaries} weren't too good and there was a shortage of talent at the particular time--so that I feel somewhat close to our friends in education professionally, and I always like to mention my background in education because of the uncertain and precarious nature of elected office.

I thought some of you might want to look me over! With a high demand and an increasing demand for teachers and principals and superintendents, and deputy superintendents what-have-you, you may find that I have some qualities that you might want to observe. But, that wasn't in any prepared remarks that I have today. Can I express to you first my very sincere regrets for my coming to you behind the schedule--behind our program or schedule--but we had some other things to do today that take some priority over this meeting. I don't want you to think that this meeting is less important--once in awhile there are some things that happen that require my attention or attendance and that happened today.

I start my remarks to you today by reminding you of something you know, but most education to be effective has to be repetition. I believe, not that the Nation is made up of slow learners, but that there's a great competition for attention and, as a former school teacher, I've often thought that education at its best is saturation and osmosis--most of us learn through osmosis. I'll remind you of an old saying of Thomas Jefferson who wrote that no nation can hope to be both ignorant and free. This places a special responsibility upon people who believe in freedom. Freedom, individual liberty, and all that freedom and liberty mean require education for the fulfillment of those high hopes and promises.

I think that it's fair to say that people here in America have clearly made our choice--we don't intend to be ignorant and our choice is for freedom. This year the Federal Government, represented very ably here by the men at this table, will provide some ten billions of dollars^{for all educational purposes--} an amount that I need not point out, which is several times the amount of Federal help only four or five years ago.

The first bill I ever voted on when I came to Washington in 1949 was a bill for Federal aid to education. We passed it in the Senate--I remember there were about 70 votes for it--but just as surely as you passed it in the Senate, it died in the House. Then two years later they'd come closer--pass it in the House, then it would die in the Senate. We generally killed Federal aid to education on one or two blocks--a sort of legislative guillotine either on religion or race--then someone would toss in a little ^{kinda} states rights just to/add flavor to it. Occasionally, somebody did think about education as being directed towards children--young people. That didn't often get into the argument. But there were a few revolutionary souls that discussed education as something that was supposed to benefit the public and in particular the young people, and it took us a long time to come to that conclusion. Now, to be sure, we did pass a number of Federal-aid-to-education acts without people really knowing it. I choose to say that if we had enough diversion, that maybe we could pass a lot of legislation. We could get somebody arguing enough about some old State principal that they were stuck with, then we could pass a National Defense Education Act, and then we'd attach on another amendment over here for vocational education. And we~~XXX~~ started building up a pretty good program of Federal aid to Education while everybody was denouncing it. And that way it worked out pretty well--the denouncers were happy and those of us who believed in Federal aid--we were reasonably happy. Then we decided to make it legitimate and just talk about it in the open and that's been in the last few years starting about 1964-65--we really got down to business. Next year, if the Congress is willing to vote all of the President's budget requests in education and training--and training is surely a part of the

educational process, we will provide over 11 billion dollars for all forms of Federal aid to education--higher education, elementary, secondary, vocational, training, manpower development and training programs and many other programs we have going of an educational nature. When I hear the critics claim that this is too much, I respond that no amount of money that this nation spends could be more productive than what we put into educational pursuits, for this money is literally spent for the future and it is expended upon the most valuable resource we have--which you know so well--which are those human resources. I might add that there are a number of people who think we're not spending enough too, a goodly number, and I suppose that I'm in that category and I know the President is in that category. But, we're asking for as much as we think this country can at this time sustain, or let us put it this way, the Congress is willing to offer. And I served 16 years in the Senate--it's one thing to have dreams and hopes about the kind of world that you want--it's another thing to get a piece of that world out of that process. We believe that we've offered to the Congress a reasonable, sensible, constructive program of aid to education, or educational resources.

Now, I think the individual human stories tell the tale about the worth of educational resources better than cold statistics and dollar signs. And I asked a member of my staff to get me some information out of our summer program of last year. I said, listen, let's not find out what these school superintendents are saying--I know what they're going to say--they're educators--let's not find out what the teachers are going to say. Let's find out what the children are saying. And I come to you now, not as a superintendent of schools, not as a school officer, I come to you as the Chairman of the President's Council on Youth Opportunity--it's a cabinet committee deeply involved in our summer

be able to
programs for young people--and hopefully, that this Council will/coordinate
the whole spectrum of youth activities sponsored by our Federal Government.

Well, here are just a couple of lines that we took out of some reports of
some of the children in an urban area near at hand. This is from a summer
program last year right here in the District of Columbia. A little girl
said, "I can read! I can read! See, I'm not dumb!" Isn't that wonderful?
I think that's simply so refreshing--so delightful to hear a youngster say
that, particularly when this little one couldn't read before. And then
another one said, "I never rode on an elevator or a boat. Now I know."
That elevator and that boat was a part of a special summer project for
under privileged children here in the District. Another one said, "I know
the beginning sounds." --the beginning sounds of words. Another one said,
"I want a book about whales." The first expression of a desire to read--
of a book, and by the way, I'm sort of a devotee of the dream and the hope
that every boy or girl should have his own little library. I think it
means so much to them. And then one little boy said, "~~IXXX~~ think I'll be
a bass fiddle player." He got off to one of these small concerts we have
around here--he came out all excited about being a musician.

Now, those were words, as I said, that were spoken by youngsters under Title I
programs, Elementary and Secondary Education Act, in a neighborhood of bitter
poverty. Youngsters who were participating in a summer program under the
very Act that the Commissioner here has responsibility for and that you have
such interest in. This year some two million boys and girls will have similar
summer experiences under Title I, and I want to talk to you about this summer
experience because it's very important--we're being really challenged. And
the men and the women in this room are being challenged as to whether you have

as much leadership where you live as those who come in with demagoguery to stir up passions and hatred and emotions--to see whether you have the same kind of leadership that the others have--only a constructive leadership. And I don't need to mention any names, but we have a parade of people going through this country today challenging what they call the "establishment" and you're a part of it and so am I. And I want to know whether or not the "establishment" is going to lie down and just be rolled over and take it or whether you're going to stand up and fight and do something about it cause I don't think the "establishment" is bad at all. I know that it has tremendous talent if it's willing to go to work and join the struggle. But if you're willing to let a few voices--loud voices--at times voices of demagoguery--run loose in this country without contest, without being challenged, then you can expect all kinds of trouble and you can also expect to be marked down for failure. Because, you know, people grade us too--you're not the only graders. Superintendents and school officers have a special responsibility with our youngsters--they're all the time grading the kids, "A-B=C-D" and so on, and you've got all kinds of systems. We're being graded. I know that in public life I'm being graded--I read it--and I know that I'm flunking most of the time and I don't like it! Once in awhile I get passing grades--occasionally, I get a "soft marker." But when you're in an elective office, as some of you are here, you know that you're being graded, and in an appointive office too. No one misses that painful experience.

So, I come here today to ask you to join up with the struggle--this great opportunity which we have this summer. Boys and girls from your cities will be going camping this summer for the first time in their lives this summer if you get busy and help them. They'll visit a farm--and by the way that

wouldn't be such a bad idea in light of some of the prejudiced attitudes that some of our urban people have about farm people. The farmer in America is the minority--you talk about other minorities. Mr. Farmer is the number one minority. He gets/as little consideration as anybody in the entire American/scene. And yet, without him, you'd all starve to death. He's more vital than almost anyone you can think of and there's very little comprehension of the problems he faces or the ordeal that he goes through. I just came back from my State--the average dairy farmer in my State gets an average of 60¢ an hour for his ~~XXXX~~ work--that's what he gets--and he has to have an investment ~~of~~ if he has a dairy farm of not less than \$75,000 to even get going. Is it any wonder that farmers in the dairy business are leaving it just like that? And is it any wonder that/ ^{once in} awhile /people ~~XXXXXX~~ say, "I wonder what's happening here in America" while food prices are going up and so on, because if you can't keep young, intelligent people on that farm, you're going to have plenty of trouble in the days ahead.

Well, so, we're going to get these youngsters out to see a farm--that's a good idea. I think every boy and girl in Brooklyn ought to see a farm. I think every boy and girl in New York City ought to see a farm, and I think every boy and girl that's on a farm ought to get a chance to see a city--that's one way that we get acquainted with each other. Now, they're going to learn how to swim or ride a horse, or they'll visit an art gallery or hear a concert, and they ought to be able to. These things are available and they ought not to be just for a few. They will get special help for reading--some will see a doctor for the first time. Dental health, psychiatric care, social services, parental counseling, nutrition, good hot meals and

lots of milk--a ride on a bus into the countryside with story telling and special writing projects--this is what our summer program is all about, and every bit of it is available under Title I, under the Elementary and Secondary Education Act. But, what it takes is imagination to get it going. Just like a merchant has to compete in advertising--I was brought up in a retail establishment and I want to tell you it's been a rough go because we're an independent store facing discount houses and chain store operation, and, let me tell you, if you last 63 years like my Dad's store has and his sons after him, you've got to be in there thinking, planning, working, being creative--you have to have innovation, you have to have courage, you have to have audacity, you have to be willing to take your lumps--take some defeats, take some losses, and hope you make a profit. It's the same way in education. There's no reason that education should'n't be the most exciting thing in the world. You've got more to work with. You've got all the good ideas of intelligent men and all the ridiculous ideas of the people who aren't intelligent--all to work with. It's all in the libraries--somewhere in the books somewhere along the line, and every once in awhile some of us make our own contribution. I've contributed an overly generous share of the ridiculous part on occasion.

Well, now, whether we're talking about Headstart or Title I or the Community Action Programs under OEO, and we are well represented here today by OEO officialdom, or under your own city or county programs--I know some of you have done it on your own and I want to compliment you--you haven't waited for the Federal Government--these summer projects can add up to some of the most meaningful experiences that we can provide our children and young men and women. I think we should make the summer program as a sort of the

hors d'oeuvres and dessert for education. We've got to put them through their paces the nine months of the school year--they're entitled to a little sauce and whipped cream on their food for the summer, so to speak. This summer education project can be tremendous. You know what the problem is, we've been brought up every last one of us here, to believe that the schools should operate not more than ten months a year. Now, you don't really believe that, I know that--you're too wise for that--but that's the way most of our State legislatures legislate--that's the way most of our elected school boards think, and it's not to be critical--it's a fact. It's just like people who used to believe that you had to have a seven-day work week--I was brought up in that kind of family. It was always difficult for me to understand that you had to work/^{only}five--we never practiced it in our family. But there are some changes of habits--and this is in the reverse of it. I was Mayor of the City of Minneapolis, Minnesota, and I know that on the fifteenth day of June there were just two things that were as dead as Macnamara's goat--the cemetery and the school system. They just close up--at least one of them was open up for some customers. Now that's all changed, I know that--that's a long, long time ago. I remember the great city of Milwaukee when it opened up its schools for community programs at night. I'm sure that Milwaukee is represented here--but it had/^{one of}the finest ~~of~~ adult education programs in the United States. I remember this--I was in charge of Adult Education in my State--how important that was back in the depression years. I might add it was under WPA and it did a lot of good--we brought the first libraries to many communities--the first adult education programs to many, many communities.

Well, now, in submitting an application for a summer Title I program, one project director sent along this poem to plead his case. I ordinarily don't use poetry for my testimony--I was trying to get a hold of Roger Stevens before I came over here of the Arts and Humanities Council, and I thought a little poetry right now might make Roger feel better. I'm going to see him up in New York later on tonight----and it describes summer's children very well--and here's what it says:

"City walls pressing in and down
meet the irrepressible dirty hand and penetrating eyes
Of small children pressing out and up.
The sun bequeaths its warmth to each blade and leaf.
Impetuous breezes scrawl their names across lake and pond.
Summer's in.
Big bountiful summer.
Releasing exuberant energies too great for
Confining backyards, streets and sandlots.
Where is the piper to lead the City's
Children to their world?"

I thought that was a very, very perceptive and inspirational poem because the summer is just too filled with life to confine a boy or girl to a backyard or a street or a tenement district. I just came from my home out in Waverly, Minnesota. I wish you could have been out there yesterday morning--I awakened at 6 AM--it was magnificent. 23 acres of trees and pasture beautiful on the lake shore out there. My wife and I put in 12 years of hard work landscaping that area (and I was as stiff as all get=out last night) I'd been out working in the trees, and I woke up in the morning and looked out--it was quiet and I didn't even know how to spell smog--there

wasn't any smog and the air was clean and the lake was rippling, chrystal sharply, and the one thing I said to my wife, "Isn't it wonderful that our four little granddaughters are going to have this place all summer? What fun they're going to have." We're going to take them right out of the city of Minneapolis--they're going to come out there--every boy and girl in American ought to have a ride in a rowboat. Now some people have yachts, I know, but everybody else is at least entitled to a rowboat== everybody, I really believe it. And one of the joys of my State is that anybody who's got any sense at all starts leaving work about 2:00 Friday and getting out to the lake country. You live longer--and not only that even if you don't live longer, it seems more fun while you're alive!

Now you can see why I like these programs. I don't know how you feel about it, but when I have a good time, I want someone else to share it, I really do. It's just no fun to be alone when you have fun, so to speak, or to have the wonders of life made available to you. Many's the time when I travel and I'm in a great big hotel suite--it's so beautiful and Mrs. Humphrey isn't along and none of my friends are along, I say, well what did they put me in this place for. I'd rather be in some little cubby hole so I won't feel so badly. When you have so much available and you don't share it, it makes you feel uncomfortable. Truthfully, ladies and gentlemen, we have so much available in this country and we must share it and we ought to do it willingly, and that's what we're talking about. We're talking today about "share your summer." Now, I know there are some folks in the Government who don't like that phrase "share your summer"--I do. There's nothing wrong with sharing your summer. How do you do it? A thousand and one ways. I don't know how to write a formula. Everybody ought to figure out how to share his summer--it's like art--who knows what's good or bad, it's what you like, and I want to say I disagree with an awful lot of people.

But I have a right to--that's what art's about. Who knows what's always beautiful--it's what you see in your eye that makes for beauty.

Well, now, it takes more than a poem to make a summer program work. It does help the Chairman of the President's Council on Youth Opportunity go to work. I know that it takes money first of all to make a program work.

This year we've committed some 600 million dollars in Federal funds to the many different summer programs in your cities. Now, I know that the newspaper stories say we haven't done as much as we did last year--that's a lot of bunk! Had a fellow last night say to me, "You've got to be more precise in what you say, Mr. Vice President. You're getting to be too moderate and too temperate--you are just not sharpening up your comments." So, I say right away, "That's a lot of bunk." Now, that ought to be sharp enough! When I read in the papers that we are not committing as much this year as we did last year, I simply say you've flunked your course in arithmetic, because we've added it up. Last year we had about 590 million dollars appropriated--allotted--this year we have ^{over} 600 million dollars. I pass. My arithmetic is better than the critics. I wouldn't say that's enough --in fact, I know it isn't. We need more and we're asking for it.

Two weeks ago, President Johnson addressed a letter to the Senate and requested a supplemental appropriation of 75 million dollars to provide, and I quote him:

"...urgently needed funds for supervised playgrounds and swimming pools, and for training, employment and educational programs to take care of idle youth in our teeming cities."

End of quote. What that all boils down to is we need more money. The President of the Senate is a man the President knows because it happens to

be the Vice President of the United States. So you can make sure, and be sure, that this letter will get good attention. It went to one of the best members of the Senate--John Pastore of Rhode Island, who when I asked him, "Johnny, what are you going to do about this?" he said, "We're going to pass it or they'll roll it over my dead body." Well, knowing how much John Pastore believes in life itself, it looks pretty good in the Senate. But, we have two houses of the Congress and we're going to have to fight in this Congress for this money, and we're going to need your help--and I don't want to hear a one of you say we don't have enough money for summer unless you're willing to go up here and give a pint of your blood up in Congress to get it. I've been a battler for these programs a long time and so have you. If you find anybody that says I don't think we have enough money for this summer program, well just say, what did you do to get it. I've been around Washington a long time, and anytime a good lobby goes to work up here they can get almost anything they want. What we need is a people's lobby around here to go to work on some of these programs that we really need. We've got more experts on Viet Nam in Washington, D.C. than we've got troops in the field. What we need right now are a few people who are concerned about ^{some of} these programs back home. Then you can also be concerned about Viet Nam. Give 16 hours a day--eight on the domestic--eight on running the war in Viet Nam. The President's getting eight hours of people's/ help running the war in Viet Nam and not the eight hours on the domestic program. So, I hope you'll call your Congressman. I want you to let them know how important you think these summer programs are--if you think they are important. And you're here at the right time, because I'm sure you know better than I do that this money is not going to be very helpful if you can't program it the next few days, particularly in school work. You can't keep

your people, you've got to organize the use of your facilities, you've got to hire your staff, and keep your teachers and recreational directors, etc. --or they're off someplace else. Frankly, we're already too late, or already late, I should say, and if we don't hurry up we'll be too late, so this Tuesday permits you to go up there Wednesday, or if you're not here Wednesday, use the telephone--everybody else does. Call up and say I'm so and so, and I'm the superintendent of schools from your district and I want to talk to you about this. We need this money. Our summer programs provide an element in our educational process that is often missing in the highly structured discipline of the classroom during the regular school year. Classroom situations in the summer are a little more relaxed. There is a chance for you to experiment. And the Office of Education is willing to let you experiment--you can even make mistakes--charge it up to Research.

But the greatest mistake you'll make is to do nothing and so I ask you to pioneer and you won't make mistakes--you know full well that whatever resources you put to this there will be some benefit. The cost/benefit ratio will be better in this program than anything that you can put your hand to.

also
I/hope that some of you will give attention to keeping your school libraries open this summer. Those libraries belong to the people==they represent the heritage of generations. Often, the cost involved is nothing more than the salary of one person and sometimes in the smaller community it can be the one college student home for summer to act as a librarian or a full-time librarian with an aide, and that aide may well be a student from a disadvantaged family, so you get double benefits. And I hope that some of you will use the summer program to change the attitudes and habits of some of our teachers, and I don't want to be misunderstood. There's an awful lot of

criticism of our teachers. I don't think they deserve too much criticism. Oh, you may find an individual here and there that does--all of us do sometime during our life our our workday--occasionally, some of us deserve a great deal of criticism. What I'm really speaking of is that teachers, like anyone else, are victims of habits, traditions, indoctrination, and we're making a change now--we're going through a tremendous change in our country and we have to use the summer opportunity to change habits and attitudes. I know that many of the teachers don't want to work in the poverty neighborhoods and that's understandable. They consider it as sort of a penalty. But experience in our summer programs thus far shows that the same teachers who said they didn't want to work in the poverty neighborhoods--when they were assigned there or when they went to work there--came back with a whole new attitude, came back literally inspired and lifted.

Now, I know that in your cities you have devised many new approaches of your own. Many of them have been valuable enough to extend around the school year. We need to know about these new approaches. Don't keep any secrets--be like Washington, there are no secrets here. Be a rumor monger. Brag on what you're doing--it'll get around, particularly if you inject in there that you know the other fellow down the road isn't doing it. Boy, people just love that, a little conflict, you know.

Now, the flow of new ideas is high on the priority list of the Elementary and Secondary Act and its implementation--high on the priority list of our new Cabinet-level Youth Council, of which I am Chairman. Now, certainly that is one of the aims, as I said, of the Elementary and Secondary Education Act and the other programs available to you. We've written into those Acts to communicate, to experiment, to try--enter upon the unusual. Do things that

are different. The things that are ordinary, that you've been doing regularly, should be paid by the local and State Governments. It's these extra ordinaries that we can abet these special funds for and we can strengthen what you're ordinarily accustomed to doing. And we can give you that flexibility--that extra reserve of strength and resources for you to experiment.

I've asked for your help in securing additional ~~xxxx~~ funds for this program this summer. There's another place where we need your help and now I get right down to one of the hottest issues in town--I refer to the ^{controversy over the} renewal of the Elementary and Secondary Education Act.. I was elected to the Senate in 1948. As I told you here, earlier, I participated in every fight for aid to education every year the issue has come up. I was the original author of Federal Aid to School Construction, and as you know, that was trimmed down to what we call the impact areas--where there were large amounts of Federal activity in the school district and we put in Federal funds, and literally billions of dollars of Federal funds have been dispensed out of that Act. We related it to Defense. No matter what you may think of Defense the fact that we've had a large defense problem for years has aided education. We were able to tie on an awfule lot of things in the name of Defense.

You will recall that it was not until 1960 that the elementary and secondary bill could even be brought up for a vote. That bill lost in the House by some 70 votes. It was five years before we put all the pieces together again. In 1965, at long last, we resolved the basic issues. I believe it has been President Johnson's greatest single achievement on the domestic front that he succeeded, with the Elementary and Secondary Education Act, in charting a path through the old minefields that held back aid from our schools and our children.

in your busy lives
I wonder if you've paused long enough/to know what impact education is having on this Government. Let's just take a look at the leadership around us in this Government of ours. Sometime ago I heard a critic say the trouble with this Government is it's repudiated the intellectuals. I said, well now let's see--there are 13 members of the Cabinet, eight of them are PHD's. That isn't bad--pretty good group of intellectuals around there. I won't claim that the Vice President is except in an argument. I did that once--I didn't win any points, but at least it was some rebuttal. But truly, and very factually, the Cabinet of the United States is made up of highly trained educated people.

You don't get a better man than John Gardner when it comes to Education, just to mention one. You have a Rhodes scholar in Dean Rusk; you have one of the brightest men that ever came out of a university and one of the "whiz kids" as they called him as Secretary of Defense. I was thinking of my friend, Orville Freeman, the other day--^{the Secretary of Agriculture} Phi Beta Kappa, the leading student of the university, the Editor of the Law Review, just to name a few minor little things that he accomplished along life's way. I can think of others. Willard Wirtz, Stu Udall, Sandy Trowbridge--my goodness, a Ramsey Clark. I just go down the line--these are brilliant trained men--Bob Weaver. I don't want to miss out a soul--you can go down that they're not PHD's, it's just because somewhere along the line they got so many honorary degrees they didn't figure they had to go earn one. But, they're bright, intelligent people.

Let's take a look of education upon the elective offices. The Majority Leader of the United States Senate is a Professor of History from the University of Montana; The Majority Leader from the House is a Rhodes Scholar from Oklahoma. The President of the United States was a school teacher and has

never forgotten it, in a little country school, and resolved early in life that he was going to do something about educational excellence; and the Vice President of the United States is a graduate from a couple of universities and had a few marks along the way, and a former professor of Political Science. We think that the educators have taken quite a hold in this town and we'd like very much to constantly keep this coalition that we have of school officers and educators, teachers and professors, all working together for this great common purpose of excellence in education.

(See Civil Rights segment)

(420 - 520)

CIVIL RIGHTS PORTION OF THE VICE-PRESIDENT'S ADDRESS

Now I said, President Johnson's greatest achievement, as I see it, is in this breakthrough on education. I consider it an historic breakthrough and not least because it channels the biggest share of Federal help to the youngsters who need it most, the children of the poor. The program has been in operation about two years and it was at least twenty years late. But, already, some self-professed and sincere friends of education in Congress seem willing to risk reviving all the old controversies, and reopening all the old wounds of the past 20 years and more. This is just like discussing with your wife all the girlfriends you had before you got married. I tell you that's just ridiculous--unless she's a very, very forgiving woman. We have people now who are just determined that they're going to bring back exactly the fights that we've gone through and LOST for some twenty years. Now, maybe we're better now than we were then, but I tell you after you've been kicked around as much as some of us have in this fight--and you were in it--I think you know what I'm talking of. I don't think we can go down that blind alley once again. I doubt that we can afford to take apart what we built with such pain and effort, and particularly since we have had only a few months, relatively speaking a couple of years, of experience--let us rather take what we have and make it work--even better. I think the National Education Association summed it up very well last week. Announcing its support of the present Elementary and Secondary Education Act, the Association said in a bulletin to its membership:

"Substitution of this measure by a new law, requiring new regulations and state plans, would present school districts with a new set of problems that

could easily be worse than those that we have experienced before."

The National Congress of Parents and Teachers has taken virtually the same position.

And I know that you're all familiar with the position of the National Catholic Education Association and the U.S. Catholic Conference that the substitute bill is unacceptable and threatens the philosophy of Federal aid under which we have been able to provide assistance to the children of the non-public schools. So, what I am saying to you is that the Elementary and Secondary Education Act needs your help. And, now, to anyone who feels that the proposals that are being offered will sort of ease the pain on segregation and desegregation and integration, let me set your mind at rest on that one--if you think that it's painful. And I am the last person to deny that there are problems and difficult problems in all of this. We are responsible, intelligent, mature people and we know that when you make basic changes in your social structure, there's always a period of uncertainty and turbulence. I fly a great deal and there isn't a day that I get in a plane but I hope that I can get up early enough to see that "Today Show" and take a look at that weather map. And when I see those two weather fronts, the low and the high coming together, I say, "Uh-huh, when we go through that we're going to have some thunder storms, it's going to be windy and turbulent and bumpy," and I just hope I've got a good airplane and a good pilot because all too often we read about crafts that collapse or break apart or they just disappear and there's a tragic accident.

Ladies and Gentlemen, we're going through the same thing in our social

structure today. An old system is passing through and out, and a new system is coming in, and as those two systems collide--there's turbulence and there will be turbulence and there is uncertainty and there are problems and they're serious problems. But, what we have to hope and pray for is that the social, political, economic structure of this Nation --the ship of state in which we move and fly or travel is strong enough to take these stresses and strains. And then, we have to also hope that those of us who are the navigators or responsible for command ---

(500 - 502 garbled)

I think it would be tragic and it surely would be a sad mistake if educators now charged with the responsibility of moving towards the elimination of segregated school systems mistakenly assume that any Federal official intended to bargain or negotiate away the Constitutional rights of school children. The HEW desegregation standards or guidelines are basically sound policies. They're based upon Constitutional requirements in what the courts and the Congress have set forth in the Law to carry out these Constitutional guarantees and there must be no mistake of this fact. I think that we face many complex problems on the proper role of compensatory education--policies relating to breaking down barriers created by de facto segregated schools, new concepts to improve the quality of educational opportunities for all students and the balancing of these policies to make the school system reflect the best goals of our society.

These are the tough problems with which you're dealing every day. And they are difficult and you deserve the understanding and patience and support of the American people. But, I also want to make it absolutely clear that the

Administration in no way is minimizing its commitment to efforts to make educational rights meaningful and complete under the Constitution and under the Law to every American citizen. We can do no less and we should aspire to do no less. You know, we're really engaged in the most wonderful adventure of all times. No other nation has ever dared before, in a democratic society, to establish one citizenship, without class, for all of its people.

We're doing that, and the words of Lincoln still ring in our ears, testing whether this Nation and any other nation so conceived and so dedicated can long endure. We're really testing it--and we're, in the spirit of Lincoln, testing whether we can neither meanly lose or nobly say what he called, and what I think and what you believe, is the last best hope on earth.

It's a tough road, but it's necessary--we can't turn back--we have to keep at it and I think that in our dedication we'll win it.

I just want to stress one other point, and by the way I notice some of my friends keep looking at this manuscript I have--that's just to fool you with--I only pay a little attention to that as I go along. I generally make long speeches and this keeps the reporters awake--they keep looking through --where is he now? But, not only that, I always have another speech inside of me that I didn't get down here that I want to share with you^{so}, since it's free, you get two for one here today.

And I do want to stress this point. The Administration is not opposed to something with the label "general aid," nor are we locked into something with the label "categorical aid." These are simple handles that people put on complex situations. What we are doing is seeking solutions to problems, not semantics. The problems lie in our cities and in our poverty-stricken rural areas. They are problems of people -- and they are problems of transportation, housing, health, education, pollution, and conservation, just to mention some of them. In the cities these problems are threatening us with slow and suffocating extinction. You men and women have been valiantly fighting them for many years, and you know better than anyone else how they're spreading because your school problems are tied up with all these other ones I'm talking about. The crime problem, the housing problem, the transportation problem, the job problem, it all finally finds its way into this complex which we call the American educational system. So, I suggest to each of you that labels -- a general aid label or a categorical aid label -- are not what we need. We need ideas, we need plans, we need programs, we need solutions, and we need you to try, to experiment--be a pragmatist, not a dogmatist. This is what we are looking for, and this is what we are trying to help you find. The problems we face do not respect a city or state boundaries. In many cases, cities and States cannot solve these problems without Federal help.

In many cases it requires cities working together--several cities, or States working together in a compact or a relationship--the old idea of old fixed jurisdictions. That was for your great grandfather--your grandfather should have given it up but he refused to. Needless to say, those of us who are the fathers of today ought to have given it up, because the young folks that we are talking about are not going to live in an America that has these old fixed standards. They're rebelling against that--that's part of the rebellion that's going on because they know that it is not true--they know that it just doesn't mean what it used to mean.

The whole structure of Government--I'm somewhat a student of Government as a Professor of Political Science--that whole structure of Government/^{today}is being modified, not radically changed, but being modified to the needs of the people. Every institution must relate itself to the needs of the people.

When we go around talking with the old symbols, with the old words, with the old ideas, we're really not talking about the world in which we live. Just imagine a man discussing transportation of the world today without using the without using the idiom or the word or the rhetoric or the semantics of the Space Age. You wouldn't have him around for fifteen minutes if he wants to talk with you about how the old trains used to run and the livery stable and the stagecoach. But we insist upon talking this way about Government. I feel as a former teacher of Government that I owe all my students a refund. After having been down here working with Government as long as I have. Because frequently what I ~~XXXXXX~~^{taught} had little or no relationship with reality and I was teaching it out of the book. And I suppose I shouldn't ask for this because it may come sooner than I want it, but one of these days when I get back to teaching, I intend to tell the youngsters the truth about all of this, as I see it now.

So I say we have to get this cooperative spirit now of working with what is and what we have and up-dating it, and I said we're going to need some Federal help in many instances. By the same token, and this is the most important point, we cannot solve the problems we have without your help. Our aid programs are founded upon this principle. You devise the projects. You plan them. You operate them. That is your role. We try to insure that they are soundly conceived and properly administered, and we help fund them. That is our role.

Now that's a simple statement of a very difficult situation, and I want to say I know we've got a lot of red tape and I know that it's my job to help cut it. And it's your job to show us how to do it without cutting the programs and keeping in mind that this is a big country and everyone is looking over everybody else's shoulder. One of the reasons that we have all of these red tape standards is that we have about 15 people per project checking them that are not in the Government. And that's right too--you need people checking on a vast bureaucracy and Government like this. But where there are standards and guidelines that seem to be destructive or work contrary to the purposes of the Law as you see it, tell us. I must say to my friends here at the table that I just came back from Chicago and Detroit and the Twin Cities--I spent a good deal of time with our local Government officers out there. They made a legitimate complaint to me--they said, "Look, Mr. Vice President, we're not opposed to guidelines, but quit changing them every week." I think that's right==I'm glad you did applaude --it underscores what I know to be a problem. I think we have an obligation to you to set down the rules of the game for a fiscal year and say this year we're going to play this way, just like they do in football and baseball-- they don't change the rules in the middle of the season in football. Even when you start to lose games when you think you ought to win.

And I make a plea on behalf of the Government here for the citizenry here or for the citizenry to the Government that I believe that we owe it to you and to others to set down the rules at one time and say, "Now we're going to live with those for ^{this} ~~the~~ year, and let you work within them." and if they don't work too good that year, we'll have to come back and revise them the next year. At least that's starting from scratch--it's a fair start for everybody. This business of ducking, shifting, and moving and bobbling around five times during the year with changes doesn't help you and it surely doesn't help us and, quite frankly, it doesn't help up in Congress either. Now we need a new and dynamic element in all that I've talked about and that element and that new element I think is available. Through our Model Cities Program, we're seeking at long last a systems approach toward solving the problems of our city, bringing to bear a wide spectrum of plans, programs and technical skills in a coordinated attack on the ills of our urban areas. Now why do I say that--because the school systems of America is expected to carry most of the burdens of this country and it can't because you'll start to destroy the quality of education if you have to take on the social work problem, every conceivable problem that comes to you in the name of humanity. That's why the Model Cities program offers us the "systems approach" bringing to bear in many disciplines and many activities in one concerted attack upon the galaxie of problems that comprises our city of today. No longer will education be an isolated program in the war on poverty and intolerance. Schools will be asked to join with health, employment, welfare and other agencies in an integrated system, or put it this way, the health, the welfare and the employment systems will be asked to join with education in a concentrated attack designed to cover the whole problem, just as you seek in education to meet the needs of the whole child.

Whatever the approach--systems development, individual projects, categorical aid,--you and I know that there'll be no quick and easy solutions, and we don't pretend to offer any. And I think we ought to make it clear to the public that you can't clear up a hundred years of trouble in five years of new effort. We do offer hope, however. We offer encouragement--we offer technical and financial help from the Federal level. I think history will look back on this time in our lives as the age of the emerging new city. The new city will not be a dream world of no problems. But it will not be the city of Orwell's 1984 either.

It can and should be a place where all Americans of all races, religions, and ethnic backgrounds can live together as good neighbors--where the schools are uniformly excellent--where all children have the opportunity to develop their intellects, stretch their imaginations, and realize their dreams--where their parents can live and work together in safety and in decent housing--where the arts and music flourish and are available to all. You know what my philosophy is on this--you know that this is the dream of the new city. But it need not be a dream city. To achieve it we need only to bring together the immense resources of this nation, of our people, our democratic system, and the power of our technology. Let me say, above all, you need to be thinking ahead, because ladies and gentlemen, no matter what your views may be on the international crisis one of two things can happen. It can either get very much worse--which I doubt that it will--hope and pray that it shall not because that could be Armageddon and I have no reason to believe that's what's going to happen--I don't think that mankind wants to commit suicide--or it could get substantially better and I think it will. This war in Southeast Asia will be over--I pray for its early termination

as you do. It's a painful and a terribly difficult struggle for us, but it will be over. Now the question is when it's over, what are you going to have planned? What are we going to do? I hear people say all the time "If we didn't have this war on, just think of the resources we'd have." Well, I was around here after the Korean War and you've got a little proving to do to me, because after the war in Korea we didn't do anything. We just cut taxes and battened down the hatches--we didn't improve education particularly--not at the Federal level. We didn't really get excited about the problems of poverty--we didn't even talk about it. We didn't do anything about air pollution or water pollution--and yet the water was polluted and the air was polluted. The cities were here and the slums were there--the crime rate was high, but we didn't turn from the war resources into the peacetime resources. We didn't turn off spigot related to the war in Korea and then shift the flow of our resources over to a spigot called "peacetime development." We didn't do it at all. We closed off one spigot and then took it back to ourselves. So I'm asking you to think and dream boldly about what kind of city do you want==what kind of America do you want--what will be your contribution as an educator to this better America on the days that the bells ring out in America that this tragic and painful and costly struggle is over. Then where will we be? If you give us some help, you know we're going to make the greatest advance that any nation ever made in the history of mankind because we have the tools to do it.

I really believe we are a blessed people--I really do. I am a sentimentalist about this. No people have every been given so much to do with. No people have ever had such an opportunity as we. It would be a tragedy if we missed the realization of that opportunity, and it would really be sinful and immoral if we failed to apply the resources of this nation to the development of better people, to the development of a more beautiful America.

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Not just the beauty of its landscape, but of its people.

That's my message to you today and thanks for listening. It's been fun
to be with you = by the way = I've really enjoyed it.



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