

(N.York U)

Presid. Dr. Norrie Shamos
Ch. de Leo Schubert. (amer u)
Robert Carleton - Geesect

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" welcome?
NOTES

Introduced
Pres. Elect
through 1970
for 2 more
years

VICE PRESIDENT HUBERT HUMPHREY

NATIONAL SCIENCE TEACHERS' ASSOCIATION

No Vice Presidents - only Pres elects
WASHINGTON, D.C.

16th
Annual
Convention

MARCH 30, 1968

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"I've looked into the future - it won't work"

I like to speak to scientists and teachers of science.

You have, as C.P. Snow has said, the future in your bones.

It is good to see you gathered here from every part
of the country to talk about the future of your profession and
the future course of science teaching in our secondary
schools, colleges, and universities.

Oceanography B
Space + aeronautics

↳ But your responsibility for the future goes far beyond the boundaries of your own classrooms and specialties.

President Johnson said last month when he awarded the National Medals of Science:

"We expect much of our scientists. In return we have provided considerable support to scientific endeavor.

"In a democratic society the public attitude toward science must always be a real concern of the scientific community. If that attitude is to be favorable, science must be prepared to play its part in correcting the flaws in our environment."

Reflection

~~I agree with the President's words 100 per cent.~~

If the public attitude towards science is to remain favorable...if public expenditures for science and science education are to continue to go up...then the public must understand the vital role science plays in moving us toward our national goals.

~~President Johnson~~ and I are two of your
 strongest supporters, ~~for~~ ^W We know that science has a big
 job to do. But the scientific community must continue
 to show us -- ~~the President, the Congress,~~ ^{The Government} and the public --
 the importance of its programs to America.

One of the most urgent of our national goals today
 is expanding the horizons and opportunities of millions of
 disadvantaged American ~~youngsters.~~ ^{young people} And ~~I think~~ you ^{can}
 that
 have a leading role to play in achieving goal.

~~I want to repeat today what I said recently to the National
 Medal of Science Winners here in Washington:~~

*Medal of
 Science
 winners*

I don't think anyone can foresee the advances in
science and technology we will have made ten or fifteen years
 from now. Nor can we tell who the National Medal of
 Science winners will be then.

We can foresee, however, that their achievements will be all the more brilliant if the doors of opportunity are open to potential scientists of every race, from every background.

I then called upon the entire scientific community to join the vanguard in opening these doors of opportunity.

↳ This Association has shown us what can be done.

Your convention chairman, Dr. Leo Shubert, began a program last summer to bring young men and women from the Washington ghettos into contact with top space scientists and engineers.

↳ Dr. Shubert had the vision and imagination to propose to the National Aeronautics and Space Administration that they hire 25 disadvantaged Washington teenagers as technical assistants.

↳ Goddard Space Flight Center near Washington was the site for this pilot program. Its goal was to see whether these teenagers could be of real assistance to working scientists and engineers, and at the same time discover new horizons for themselves.

↳ The results were magnificent.

↳ These were no make-work or dead-end jobs. The young people learned to program computers and operate them.

They learned the ins and outs of astrophysics, planetology, and spacecraft engineering.

↳ One went to work analyzing a meteor, layer by layer. Another actually monitored satellites in orbit around the earth.

↳ The response from the program directors and from the scientists and engineers who supervised the work was highly enthusiastic.

But the best reports came from the teenagers themselves. One girl summed it up well by saying:

"In my project I not only had to call upon my knowledge in math and science for help, but I have had to use reason and ingenuity. I have met so many people -- the thinkers and the doers. I have really seen what makes the scientist tick and the technician tick. And best of all, I have been a part of it."

↳ Now this girl, like every one of the 24 others, plans to go on to college after she graduates from high school.

↳ She hadn't planned to continue ^{School} before last summer, but that experience changed her life.

This is just a beginning.

↳ This summer your Association plans to expand to eight programs in eight NASA installations throughout the country. ↳ Eight times as many youngsters may have their eyes opened and see the possibilities open to them in scientific careers. (*Oceanography*)

↳ Obviously, though, even 200 disadvantaged young people introduced to new opportunities hardly puts a dent in our national problem.

↳ So, let's get some other organizations into the act. For example:

-- The Atomic Energy Commission through its national laboratories, several of which are close to metropolitan centers;

-- The Public Health Services and the Veterans Administration in their hospitals and research centers throughout the country;

↳-- The National Science Foundation, through its Summer Institutes for high school teachers and students. Why shouldn't several of these NSF Summer Institutes be aimed specifically at the disadvantaged?

↳-- Teachers and researchers, who could use their summer research grants and contracts to hire inner city teenagers as assistants to their research groups;

↳-- Industrial labs, which can provide by far the greatest number of science jobs for the disadvantaged.

↳ These are serious suggestions which I offer as Chairman of the President's Council on Youth Opportunity and which I feel should be explored.

But they are just suggestions. Frankly, I don't know whether they all would work.

I do know, though, that the scientific community consists of bright, imaginative people with real social consciousness who should be using their skills and their advantages, if they aren't already, to help young people who are not as privileged as themselves.

↳ Don't forget that as science teachers you can do more than offer summer employment for a disadvantaged teenager, important as that may be. ↳ You can help the inner city youngster realize that he can be the master of his own fate, if he wants to be.

Through experimentation, through changing variables, through demonstrating cause and effect, you show that man can understand and indeed control his environment, not the other way around.

This is an important lesson for the young man or woman who feels hemmed in and unable to affect or deal with the world around him.

You can convey far more than the ^{technical} facts.

You can help young people discover the common sense within themselves. You can help reveal the common sense which provides a window on our modern world.

Most important of all, you help show them that America cares.

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