

at good repair. But
which remarks I trust
may be understood as ap-
plying to the churches as
well as to the meeting houses.

However, elegant meeting
houses in my observation be-
long to the same category
with beautiful villages.

VELLUM

with quote in handwriting

What we did for shade
here in 'was we did
not know, though we read
somewhere that we
on account of the rain we
made up by seeding the
history as the whole story -
that flags are more frequent
in Chatham than in any
other part of the county,
and the serve as 'sunshades'
instead of trees, to shelter
the houses against the
heat of the sun. To those

ROUTING SLIP

DATE: 4/30/98

FROM: Stephanie Streett
Assistant to the President and Director of Presidential Scheduling

SUBJECT: Grand opening of Thoreau Institute

Virginia Apuzzo	_____	Mike McCurry	_____✓
David Beaubaire	_____	Mack McLarty	_____
Paul Begala	_____	Katie McGinty	_____
Sandy Berger	_____	Bob Nash	_____
Anthony Bernal	_____✓	Jennifer Palmieri	_____
Sidney Blumenthal	_____	Chip Payson	_____✓
Erskine Bowles	_____	John Podesta	_____
Peg Cusack	_____	Bruce Reed	_____
Rahm Emanuel	_____	Dan Rosenthal	_____
Maria Echaveste	_____	Charles Ruff	_____
Jack Gibbons	_____	Patti Solis-Doyle	_____✓
Nancy Hernreich	_____	Craig Smith	_____
Mickey Ibarra	_____	Doug Sosnik	_____
Ron Klain	_____	Gene Sperling	_____
Ann Lewis	_____✓	Larry Stein	_____
Bruce Lindsey	_____	Todd Stern	_____
Capricia Marshall	_____✓	Kim Tilley	_____
Thurgood Marshall, Jr.	_____	Melanne Verveer	_____
Sylvia Mathews	_____	Michael Waldman	_____✓

Ellen McGulloch-Loren ✓
Ed Brewitt ✓

FILE: Accept 6/5/98

COMMENTS: _____

ROUTING SLIP

DATE: 4/7/98

FROM: Stephanie Streett
Assistant to the President and Director of Presidential Scheduling

SUBJECT: Potting to accompany First Lady on grand opening
of Thoreau Institute

Virginia Apuzzo	_____	Mike McCurry	_____ ✓
David Beaubaire	_____	Mark McLarty	_____
Paul Begala	_____	Katie McGinty	_____
Sandy Berger	_____	Bob Nash	_____
Anthony Bernal	_____ ✓	Jennifer Palmieri	_____
Sidney Blumenthal	_____	Chip Payson	_____ ✓
Erskine Bowles	_____	John Podesta	_____
Phil Caplan	_____	Bruce Reed	_____
Rahm Emanuel	_____	Dan Rosenthal	_____
Maria Echaveste	_____	Charles Ruff	_____
Jack Gibbons	_____	Patti Solis-Doyle	_____ ✓
Nancy Hernreich	_____	Craig Smith	_____
Mickey Ibarra	_____	Doug Sosnik	_____
Ron Klain	_____	Gene Sperling	_____
Ann Lewis	_____ ✓	Larry Stein	_____
Bruce Lindsey	_____	Todd Stern	_____
Capricia Marshall	_____ ✓	Kim Tilley	_____
Thurgood Marshall, Jr.	_____	Melanne Verveer	_____
Sylvia Mathews	_____	Michael Waldman	_____ ✓

FILE: pendm

Ellen McCulloch-Lovell _____ ✓

COMMENTS: _____

98 APR 2 P5:33
4/2/98**SCHEDULING PROPOSAL**

☐ ACCEPT	☐ REGRET	☒ PENDING
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TO: Stephanie Street
Assistant to the President and
Director of Presidential Scheduling

FROM: Ellen McCulloch-Lovell
Deputy Assistant to the President and
Advisor to the First Lady on the Millennium

REQUEST: President to accompany First Lady on grand opening of
Thoreau Institute

PURPOSE: The grand opening of the Thoreau Institute, an
environmental and educational charity founded by Mr. Don
Henley. This visit will feature a teleconference between a
high school classroom in St. Petersburg, Russia, an inner
city school with a diverse student population, and a local
suburban high school. The Russian students attend the
Municipal Children's Environmental Center, a progressive
school attended by 1300 students which evolved from a
station of young naturalists. The students and teachers will
spend the next two months communicating with each other
over the Internet and via the Thoreau Institute. The
President and First Lady would speak about their
preservation initiatives as related to the Millennium
programs.

BACKGROUND: Established eight years ago, the Walden Woods Project
initially directed its efforts toward preserving the historic
and ecologically significant land surrounding Walden Pond
in Concord, Massachusetts. This internationally significant
literary and cultural landscape is where Henry David
Thoreau lived, studied, and wrote many of his greatest
works in the mid-nineteenth century.

Walden Woods raised the funds necessary to buy and

protect nearly 100 acres which are now permanently preserved and publicly accessible.

The newly established Thoreau Institute is situated in the middle of Walden Woods, close to Walden Pond. It houses the world's most comprehensive research collection written by and about Thoreau. Scholars, teachers and students will be able to use the Institute's extensive library and electronic database.

DATE AND TIME:	June 4; Approximately 1:00pm
BRIEFING TIME:	15 minutes
DURATION:	40 minutes
LOCATION:	Lincoln, Massachusetts
PARTICIPANTS:	TBD
OUTLINE OF EVENTS:	TBD
REMARKS REQUIRED:	Yes
MEDIA COVERAGE:	Open Press; WH Photo
FIRST LADY'S ATTENDANCE:	Yes
RECOMMENDED BY:	Ellen McCulloch-Lovell Deputy Assistant to the President and Advisor to the First Lady on the Millennium
STAFF CONTACT:	Virginia Cearley, 395-7228
ORIGIN OF THE PROPOSAL:	White House Generated
SOURCE OF PAYMENT:	The Walden Woods Project

Ms Stephanie Street

Per our most recent conversation - attached is the information regarding The Walden Woods Project. Mr. Henley would so enjoy the company of both the President and Mrs. Clinton. As I stated earlier Mrs. Clinton is presently blocked to go on June 4th. Please let me know at your earliest convenience whether the POTUS will join her or what date you and the First Ladies office can work out. As always ---- Thank you!!!!

Allen Lavell

Cc: Dave D.!

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Vidar Jorgensen, trustee,
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Congressman Martin T. Meehan (honorary)
Helen Miller, actress/recording artist
Wesley T. Mott, Ph.D., secretary,
The Emerson Society
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Natl. Trust for Historic Preservation
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Clark University
Stephen E. Schwartz, president-c.e.o.,
M. C. International
Bob Seger, recording artist
Trudie Styler and Song, co-founders,
The Rainforest Foundation Int.
Meryl Streep, actress
Marian Thompson, Concord Land
Conservation Trust
John Tyson, vice-chairman,
Tyson Foods, Inc.
Marsha and Robin Williams
Elizabeth Hall Witherell, president,
The Thoreau Society
Dottie Woody, Ph.D., professor of public
affairs, University of Massachusetts



THE
WALDEN
WOODS
PROJECT
An Activity of The Isis Fund

FOUNDER
Don Henley

EXECUTIVE DIRECTOR
Kathi Anderson

March 6, 1998

Ms. Capricia Marshall
The White House
1600 Pennsylvania Avenue
Suite 204, East Wing
Washington, D.C. 20500

BY FAX: 202-456-6771

Dear Ms. Marshall:

I am writing at the direction of Don Henley in follow-up to your conversation with him, which took place earlier this week. I have been asked to provide you with additional information concerning the grand opening of the Thoreau Institute, a new research and educational facility owned and operated by the Walden Woods Project, an environmental and educational charity founded by Mr. Henley in 1990.

First, let me reiterate what a pleasure it was to meet you at the September 1997 White House dinner honoring the recipients of the National Humanities Medal and the National Medal of Arts. You may recall that we were seated at the same table. It was such an enjoyable evening and a tremendous honor for me to participate.

While we have suggested the first week in June 1998 as an optimum time for the grand opening of the Thoreau Institute, we are extremely flexible. The ceremony could take place later in the month of June or in early September if either time would be more convenient for the President and/or First Lady.

The Institute is located in Lincoln, Massachusetts, approximately six miles from Hanscom Air Force Base. In the past, Air Force One has landed at Hanscom. From Boston's Logan Airport, the Institute is a 25-minute drive.

Situated at the end of a 1/2 mile driveway on an 18-acre site, the Thoreau Institute is private and secure. The driveway entrance may be blocked off,

44 Baker Farm Lincoln, MA 01773-3004
(781) 259-4700 fax (781) 259-4710

e-mail: wwproject@walden.org website: <http://www.walden.org/project.htm>

Ms. Capricia Marshall
The White House

March 6, 1998
Page Two

thereby preventing unauthorized vehicles from gaining access. An expansive, tiered lawn area provides an attractive setting for 400 seated guests who will walk to the Institute from off-site parking at nearby Walden Pond.

Members of the Massachusetts Congressional Delegation will be invited, particularly Senators Kennedy and Kerry, who have been actively involved in this project. You may recall that I used to work for Senator Kennedy. He has been tremendously supportive and attended the groundbreaking ceremonies for the Institute. The guest list will also include members of the Walden Woods Project Advisory Board (listed on the left side of the previous page). They include people from the entertainment and recording industries, regional and national environmentalists, academics who are leaders in the field of the humanities, well-known authors and a number of our corporate supporters.

The writings of Henry David Thoreau influenced environmentalists, leaders, thinkers and movements of the 20th century, including Martin Luther King, Jr., Mahatma Gandhi, John F. Kennedy, Leo Tolstoy, Rachel Carson, Aldo Leopold, the American Civil Rights Movement and the anti-Apartheid Movement. We anticipate that Arun Gandhi, grandson of Mahatma Gandhi, will attend, as will a member of the Leopold family and possibly a representative from Dr. King's family.

The cornerstone of our grand opening ceremonies is a live videoconference between a high school classroom in St. Petersburg, Russia, an inner city school with a diverse student population (Boston Latin) and a local suburban high school (Lincoln-Sudbury Regional High School in Massachusetts). Ten to twenty students from each school will participate. The videoconference network has been donated by Lucent Technologies (formerly part of AT&T). Videoconference screens and monitors will be set up at the Thoreau Institute and at the three participating schools. The screens will be divided, allowing all sites to be viewed simultaneously. The Russian students attend the Municipal Children's Environmental Center (MCEC), a progressive school attended by 1300 students which evolved from a station for young naturalists. The students and teachers will spend the next two months communicating with each other over the Internet and via the Thoreau Institute. They will share observations and concerns about the environment. The Russian students are particularly concerned over pollution of the Black Sea; the American students are focused on urban pollution and on issues relating to the preservation of Thoreau's Walden Pond. On the day of the opening, the students from the three classrooms will see each other on screen for the first time. They will share with the President/First Lady what they have learned about each other's country, and about the environmental issues which are of concern to them. The President/First Lady may wish to entertain questions from the students pertaining to the environment. The questions could be screened in advance.

While the videoconference is occurring, the President/First Lady will be seated in a private room at the Thoreau Institute. At their discretion, they may be joined by a

Ms. Capricia Marshall
The White House

March 6, 1998
Page Three

few students, by Don Henley and other dignitaries and/or by members of the press corps. The 400 guests will watch the videoconference on a large screen, which will be set up outside (tented if inclement weather is anticipated). An additional screen will be set up at another site a few miles away for viewing by the general public.

At the conclusion of the videoconference, which will take 20 minutes, we hope the President/First Lady will address the guests. There are a number of relevant topics, which are pertinent to the President's legislative agenda:

1. The importance of schools having access to the Internet as an educational tool and a means of communication. This, in turn, will lead to mutual understanding between young people of different cultures and will provide an opportunity for students to discuss issues of common concern. In the case of the Thoreau Institute, discussion will revolve around the environment and human rights issues, both central to Thoreau's writings. International communication will ultimately lead to international cooperation.
2. I recently heard Mrs. Clinton speak eloquently about an initiative that she and the President are leading to preserve and restore some of our national treasures, such as the Star Spangled Banner. The Thoreau Institute is engaged in a similar effort. Private collectors donated three of the world's foremost collections on Thoreau to the Institute. These collections could have been lost, but will now be permanently safeguarded and accessible to students, teachers and scholars.
3. The Thoreau Institute was funded, in part, by a grant from the National Endowment for the Humanities. The importance of supporting NEH would certainly be an appropriate topic.

I have endeavored to keep this as brief as possible. Please do not hesitate to contact me if you would like me to elaborate on any of the elements of the grand opening. I estimate that an hour of the President/First Lady's time would be needed for the videoconference and remarks. Again, we are extremely flexible.

I will be on vacation next week (week of March 9th) but will be calling in daily for messages. My office number is 781-259-4701. My home number is 978-433-9371. Thank you sincerely for offering to present our invitation to the President and First Lady.

With warmest regards,



Kathi Anderson
Executive Director

Ms. Capricia Marshall
The White House

March 6, 1998
Page Three

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Kathi Anderson
Executive Director

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The Macmillan Book of SOCIAL SCIENCE QUOTATIONS:

Who Said What, When, and Where

DAVID L. SILLS *SOCIAL SCIENCE RESEARCH COUNCIL*
ROBERT K. MERTON *COLUMBIA UNIVERSITY*
EDITORS

Also published as Volume 19,
International Encyclopedia of the Social Sciences

MACMILLAN PUBLISHING COMPANY
NEW YORK

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of *Employment, Interest and*
3-384. → From the final para-
BUCHANAN:1.

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ns 1951:284-285. → From a
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1813-1855

oncept of irony has its inception
ke individuals, have their histo-
ble of withstanding the ravages
But in and through all this they
ckness for the scenes of their
y cannot be indifferent to the

subsequent history of this concept, so neither can it con-
tent itself with the history of its origin, though it be ever
so complete and interesting a history as such. Philosophy
always requires something more, requires the eternal,
the true, in contrast to which even the fullest existence
as such is but a happy moment.

The Concept of Irony (1841) 1971:47-48.

Martin Luther King, Jr. 1929-1968

U.S. clergyman and civil rights leader

1. There is more power in socially organized masses on the
march than there is in guns in the hands of a few desper-
ate men.

The Social Organization of Nonviolence (1959)
1986:33.

2. Much has been made of the willingness of . . . devotees of
nonviolent social action to break the law. Paradoxically,
although they have embraced Thoreau's and Gandhi's
civil disobedience on a scale dwarfing any past experi-
ence in American history, they do respect law. They feel a
moral responsibility to obey just laws. But they recognize
that there are also unjust laws.

The Time for Freedom Has Come (1961) 1986:164.

3. Life is breathed into a judicial decision by the persistent
exercise of legal rights until they become usual and ordi-
nary in human experience.

The Case against "Tokenism" (1962) 1986:109.

4. Let us not seek to satisfy our thirst for freedom by drink-
ing from the cup of bitterness and hatred. We must for-
ever conduct our struggle on the high plane of dignity
and discipline. We must not allow our creative protest to
degenerate into physical violence. Again and again we
must rise to the majestic heights of meeting physical
force with soul force.

I Have a Dream (1963) 1986:218. → Delivered before
the Lincoln Memorial on 28 August 1963 as the key-
note address of the March on Washington, D.C., for
Civil Rights.

5. I still have a dream. It is a dream deeply rooted in the
American dream that one day this nation will rise up and
live out the true meaning of the creed — we hold these
truths to be self-evident, that all men are created equal.

I Have a Dream (1963) 1986:219.

6. Softmindedness is one of the basic causes of race preju-
dice. The toughminded person always examines the facts
before he reaches conclusions; in short, he postjudges.
The tenderminded person reaches a conclusion before he
has examined the first fact; in short, he prejudices and is
prejudiced.

The Strength to Love (1963) 1986:493. → See
JAMES:24.

Melanie Klein 1882-1960

Austrian-born British psychoanalyst

1. Symbolism is the foundation of all sublimation and of
every talent, since it is by way of symbolic equation that

things, activities and interests become the subject of li-
bidental phantasies.

*The Importance of Symbol-formation in the Develop-
ment of the Ego* (1930) 1948:237.

Clyde Kluckhohn 1905-1960

U.S. anthropologist

1. My basic postulate. . . is that no cultural forms survive
unless they constitute responses which are adjustive or
adaptive.

Navaho Witchcraft 1944:46.

2. A given bit of culture is "functional" insofar as it defines a
mode of response which is adaptive from the standpoint
of the society or adaptive and adjustive from the stand-
point of the individual.

Navaho Witchcraft 1944:47.

Clyde Kluckhohn 1905-1960

U.S. anthropologist

and

Henry A. Murray 1893-1988

U.S. psychologist

1. Every man is in certain respects

- a. like all other men,
b. like some other man,
c. like no other man.

Personality Formation (1944) 1967:53.

2. Without the discovery of uniformities there can be no
concepts, no classifications, no formulations, no princi-
ples, no laws; and without these no science can exist.

Personality Formation (1944) 1967:55-56.

[See also HENRY A. MURRAY; HENRY A. MURRAY AND
CLYDE KLUCKHOHN; ALFRED L. KROEBER AND CLYDE
KLUCKHOHN.]

Frank H. Knight 1885-1972

U.S. economist

1. The "personal" interests which our rich and powerful
business men work so hard to promote are not personal
interests at all in the conventional economic sense of a
desire to consume commodities. They consume in order
to produce rather than produce in order to consume, in so
far as they do either. The real motive is the desire to
excel, to win at a game, the biggest and most fascinating
game yet invented, not excepting even statecraft and
war.

Risk, Uncertainty and Profit (1921) 1971:360.

2. The chief thing which the common-sense individual ac-
tually wants is not satisfactions for the wants he has, but
more, and better wants.

Ethics and the Economic Interpretation (1922)
1935:22.

3. The "economic man". . . has been much mistreated by
both friends and foes, but such a conception, explicit or
implicit, underlies all economic speculation. The eco-
nomic man is the individual who obeys economic laws,

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Michael Kellert, executive director,
RESTORE: The North Woods
Senator Edward M. Kennedy (honorary)
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Anne-LaBastille, Ph.D., author
Arthur Levitt, president, location-based
entertainment, The Walt Disney Co.
Thomas E. Lovejoy, asst. secretary for
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Bill McKibben, author
Ed McMahon, The Conservation Fund
Congressman Martin T. Meehan (honorary)
Bette Midler, actress/recording artist
Wesley T. Mott, Ph.D., secretary,
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Robert D. Richardson, Jr., author
Will Rogers, president,
Trust For Public Land
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Edmund A. Schopf, Ph.D.,
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Marsha and Robin Williams
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The Thoreau Society
Bette Woody, Ph.D., professor of public
policy, University of Massachusetts



THE
WALDEN
WOODS
PROJECT
An Activity of The Isis Fund

FOUNDER
Don Henley

EXECUTIVE DIRECTOR
Kathi Anderson

May 4, 1998

Ms. Capricia Marshall
Social Secretary
The White House
Washington, D.C. 20500

by fax
202-456-6771

Dear Capricia,

I thought it might be helpful for me to outline a proposed program for the June 5th grand opening of the Thoreau Institute. **We will, of course, make any and all modifications to the program based on your recommendations.**

Upon the arrival of the President and the First Lady, our 700 guests will be seated on the front lawn (tented if inclement weather). They will already have enjoyed a luncheon buffet, selections by the Boston Chamber Music Society, a video presentation chronicling the establishment of the Thoreau Institute, and intermittent narrative by Walden Woods Project Board Member, actor/environmentalist Ed Begley, Jr.

Due to the logistics of the site, guests will be confined to the front lawn area for the first part of the program. However, they will view all of the following activities on video screens:

1. The President and First Lady tour the newly constructed Thoreau Institute research center (5,000 square feet) with a very small group of dignitaries and a press pool. The archives located in this building, house the world's most comprehensive collection of research material written by and about Henry David Thoreau. Important manuscripts and objects from the collection will be on exhibit in the reading room, next to the archives. Also located in this building is the Thoreau Institute media center, which employs state-of-the-art technology to make the Institute's vast collections available to schools, teachers, students, scholars and the public via the Internet.

44 Baker Farm Lincoln, MA 01773-3004
(781) 259-4700 fax (781) 259-4710

e-mail: wwproject@walden.org website: <http://www.walden.org/project.htm>

Ms. Capricia Marshall
The White House

May 4, 1998
Page Two

2. If the President and First Lady are amenable to doing so, we would like them to join Don Henley in placing an original brick from Henry David Thoreau's cabin at Walden Pond as the cornerstone of the new building.
3. While the previous activities are taking place, a live videoconference between students from three United States high schools and a school in St. Petersburg, Russia will be occurring in the adjacent building (100 feet from the new building). Approximately 15 students from Boston Latin (the oldest public school in the U.S.), Concord/Carlisle and Lincoln/Sudbury high schools will be on site.

Teachers and students from the participating schools have been communicating for the past several weeks via the Internet. They have been discussing special places in their respective home communities and the challenges of preserving cultural and natural resources. On June 5th, the students will be seeing each other live on screen for the first time. I have attached an outline of the discussion, which will take place between the students on the day of the grand opening (I expect that the President and First Lady would enter the discussion toward the end - see item 4 on the sheet entitled "A Video Conversation".) Vladimir Pozner (see attached biography) will be on site in St. Petersburg to assist with translation and facilitate discussion.

The guests on the front lawn will be viewing the videoconference on the large screens. The room where the videoconference will take place can accommodate a press pool. We earnestly hope that the President and First Lady will participate.

(We estimate the above activities to require 45 minutes.)

4. The day concludes with the President and First Lady addressing the guests on the front lawn. We are looking forward to working out the details of the program with you. Senator Kennedy is planning to attend, and wishes to speak for a brief period of time.

As you know, Henry David Thoreau's philosophy has been embraced around the world. It influenced some of the great leaders, thinkers and movements of the 20th century, including Martin Luther King, Jr., Mohandas Gandhi, and environmentalists Aldo Leopold and Rachel Carson. We have invited the descendants and in one case, a close friend of these individuals, to attend the grand opening and to speak very briefly. If you wish, they could speak before the President and First Lady arrive on the front lawn. The great-granddaughter of Mohandas Gandhi will be attending, as will the son of Aldo Leopold and the biographer of Rachel Carson. We are waiting to hear from Dexter King.

(We anticipate the speaking program to take 45 minutes.)

Ms. Capricia Marshall
The White House

May 4, 1998
Page Three

Lastly, we are becoming quite anxious about the turn around time for invitations. Therefore, we would greatly appreciate your input as soon as possible, particularly regarding the time of the ceremony. A draft of the invitation follows. Thank you for your assistance.

Sincerely,



Kathi Anderson
Executive Director

Attachments

DRAFT
Invitation

The Walden Woods Project
and
The Thoreau Society
cordially invite you to join our honored guests
President Bill Clinton
and
First Lady Hillary Rodham Clinton
for the grand opening of
The Thoreau Institute
an educational and research center honoring
the life and work of
Henry David Thoreau

The ceremony will take place on
Friday, June 5, 1998
Kindly R.S.V.P. no later than 5/27/98
to 781-259-4717.
There will be no on-site parking.
Guests will park at the Codman field
(directions enclosed)
and will be transported by vans to Walden Pond
where they will take a walk
through the woods to the Institute.
We urge you to wear comfortable walking shoes.
Ceremony will take place rain or shine.
Guests must arrive no later than ???.
This invitation is nontransferable and
must be presented at the time you board the van.
We hope you will join us on this special day
to celebrate the grand opening of
the Thoreau Institute.



How many a man has dated a new era

The Walden Woods Project, an activity of the Isis Fund, is a charitable organization founded by recording artist Don Henley. Our mission is to preserve the land and literature of quintessential American author, philosopher and naturalist, Henry David Thoreau.

Now in its eighth year, the Project has acquired 96 acres of forest near Walden Pond in Massachusetts, much of which had been threatened by commercial development. The newly protected land will be preserved in its natural state for public enjoyment. Walden Woods, Thoreau's living laboratory, the birthplace of the conservation movement and a priceless natural resource, must be protected for future generations.

Along with conservation, education is central to our organization's mission. In order to foster an appreciation for Walden Woods and other threatened natural areas throughout the world, the Walden Woods Project established the Thoreau Institute, an educational facility located near Walden Pond. The Institute, a collaboration between the Walden Woods Project and the Thoreau Society, houses the world's most comprehensive collection of research material written by and about Henry David Thoreau. The Thoreau Institute brings Thoreau's legacy to a worldwide audience via the Internet while offering on-site programs for scholars, teachers and students.

in his life from the reading of a book.

A Video Conversation

Draft: April 21, 1998

"That Walden is a humble place – an ordinary pond, a plain New England wood – is exactly the point Thoreau made himself an Everyman, and chose Walden for his Everywhere." – E.L. Doctorow

Opening: 5 minutes

1. WHERE IS YOUR WALDEN? WHAT MAKES IT SPECIAL?

Thoreau: "I was seated by the shore of a small pond, about a mile and a half south of the village of Concord and somewhat higher than it, in the midst of an extensive wood between that town and Lincoln."

Personal level

- One student from Lincoln-Sudbury
- One student from Russia
- One student from Boston Latin

Total time: 7-8 minutes

2. WHY IS IT IMPORTANT TO STUDY THE SPECIAL PLACES IN OUR COMMUNITIES? WHAT CONCERNS DO YOU HAVE ABOUT THEM?

Thoreau: "To attend chiefly to the desk or school house, while we neglect the scenery in which it is placed, is absurd."

Local level

- One student from Concord Middle
- One student from Russia

Total time: 5-6 minutes

3. WHY DO THESE PLACES MATTER TO US? HOW WOULD OUR WORLD BE DIMINISHED WITHOUT THEM?

Thoreau: "A plant which it has taken two centuries to perfect, rising by slow stages into the heavens, has this afternoon ceased to exist."

Global level

- One student from Lincoln-Sudbury
- One student from Russia
- One student from Boston Latin

Total time: 7-8 minutes

4. HOW CAN WE HELP ONE ANOTHER TO PROTECT OUR SPECIAL PLACES? HOW CAN MEETINGS SUCH AS THIS ONE CONTRIBUTE TO OUR EFFORTS?

Thoreau: "Could a greater miracle take place than for us to look through each other's eyes for an instant?"

Communal Level

- One student from Boston Latin
- One student from Russia
- One student from Concord Middle
- One student from Lincoln-Sudbury
- The President and First Lady

Total time: 15 – 20 minutes

Closing: 5 minutes

Pozner bio-2

In the fall of 1991 Pozner and Phil Donahue launched the "Pozner/Donahue" show which aired, first, as a weekly syndicated show and then, from 1992 to 1995, twice a week on CNBC.

At present Pozner hosts a live weekly 2-hour show for NewsTalk Television, in New York, as well as a weekly talk show for Public Russian Television, Russia's largest network. The Pozner talk show is one of the most widely watched and highly respected in that country.

In October, 1994, Pozner was elected President of the Academy of Russian Television.

Pozner was awarded the Soviet Union's Journalist of the Year Award (1986), the Better World Society's Communicator of the Year Medal (1987, with Phil Donahue), the International Association of Correspondents' award for 1995; he has also received three EMMY certificates and several other Soviet/Russian and international awards and government honors.

Vladimir Pozner is the author of the international best selling book Parting With Illusions (12 weeks on the N.Y./Times best seller list), as well as of Eyewitness: A Personal Account of the Unravelling of the Soviet Union.

Mr. Pozner is married and has two children. He maintains two homes, one in Moscow, one in New York City.

WHEN THE PRESIDENT, FIRST LADY AND DON HENLEY JOIN THE VIDEO CONVERSATION:

Inside the Library:

- President and Mrs. Clinton and Don Henley are getting miked, seated, introduced to teachers and students (all off-camera)

Meanwhile, on the Lawn:

- Ed Begley, Jr. welcomes guests to an historic meeting
- Explains that students from three American schools – Boston Latin, Lincoln-Sudbury Regional High School and Concord Middle School - have been corresponding with students from the Children's Municipal Ecological Center in St. Petersburg, Russia. They have been sharing with one another their experiences of discovering places near their homes that are special to each of them - just as Henry Thoreau shared with the world his thoughts about *this* special place near *his* home: Walden Woods
- Read E. L. Doctorow quote: *"That Walden is a humble place -- an ordinary pond, a plain New England wood -- is exactly the point. Thoreau made himself an Everyman, and chose Walden for his Everywhere."*
- Now they are talking live (it's 11pm in St. Petersburg) in a video conversation that has been made possible by the contributions of Lucent Technologies.
- We are now going to listen in on their conversation as they chat with the President of the United States, the First Lady and founder of the Walden Woods Project, Don Henley

Then, in the Library:

- Sue Curtin explains that for the last half-hour, the students have been talking about their special places – *their* Waldens - and why they matter. We've been talking about how we've gone about studying those places and how we can help to protect them.
- Makes point that in this place that was so special to Henry Thoreau, one of America's greatest environmentalists and writers, it's only right that Thoreau have a word...and he gives us this question that seems so appropriate for this occasion: *"Could a greater miracle take place than for us to look through each others' eyes for an instant?"*
- [Name student/school] has a question for each of you: Mr. President, Mrs. Clinton, Mr. Henley
- [Student] We were wondering about *your* special places – can you tell us a little about them?
- President Clinton, Hillary Clinton, Don Henley all have opportunity to describe their places (we will let them know in advance that this question will be asked)
- One Russian student will ask question of President Clinton (again, we will have it in advance)
- We will collect two or three other student - generated questions to ask of Mrs. Clinton and Don Henley, time permitting (forwarded to White House and Don)
- President and Mrs. Clinton and Don might want to ask questions of the students to elicit their reflections of what they have learned from this experience, what they find that they have in common with their Russian/American friends, how their environmental and preservation concerns are not so different after all...

Finally, Ed Begley comes in from the Lawn:

- Thanks the President and First Lady and all the participants in both countries for helping us to "look through each others' eyes" as Thoreau urged
- End with the quote used in his *Heaven is Under Our Feet* essay (from M. Mead) – It's perfect!
- *"Never doubt that a small group of concerned and dedicated individuals can change the world. Indeed it's the only thing that ever has."*

The Presidential Party goes out onto the Lawn with Don Henley and Ed Begley

SCHEDULE FOR GRAND OPENING OF THOREAU INSTITUTE

(pending White House approval)

- 12 p.m. Guests begin to arrive at Thoreau Institute
- 12:30 p.m. Luncheon buffet begins on front lawn
Chamber music group begins to play on front lawn
- 12:30 p.m. Guests are invited to tour the exhibits on the first and
second floor of the Education Center (school exhibits in
dining room; Wawrzonek photo exhibit on the second floor);

Harpist begins to perform in Great Hall of Education Center
- 12:30 p.m. Guests are invited to tour new Research Center (Henley Library,
Media Center, archive wing, and Executive Director's office)
- 2:00 p.m. All tours cease, buffet closes and guests are asked to return to
their seats on the front lawn
- 2:15 p.m. Don Henley, accompanied by small group of VIPs and press
places foundation stone into wall of the Thoreau Institute. This
ceremony is filmed and projected onto screens on the front lawn
- 2:30 p.m. Guests view "The Making of the Thoreau Institute" video
- 2:45 p.m. Kathi Anderson introduces actor/environmentalist Ed Begley, Jr.
who goes to the podium, welcomes guests to the Institute and sets
the stage for the videoconference.
- 3:00 p.m. Videoconference begins but is not shown on front lawn screens at
this time

THE PRESIDENT ARRIVES

- 3:00 p.m. President and Mrs. Clinton arrive and are escorted on a tour of the
new Research Center by Don Henley, Kathi Anderson and a small
group of dignitaries (Sen/Mrs. Kennedy, Sen/Mrs. Kerry, Henley
family, etc.) Press must be pooled for this. Portions of the tour
will be projected on the front lawn screens.

3:20 p.m. President and Mrs. Clinton place brick from Thoreau's cabin as cornerstone of Thoreau Institute. This ceremony is shown on front lawn screens. Open to all press.

3:30 p.m. President and Mrs. Clinton, Don and the two Senators enter Education Center building and join 15 students and teachers from Boston Latin, Lincoln-Sudbury High School and Concord Middle School who are engaged in a live videoconference with students from St. Petersburg, Russia.

While the President, First Lady and Don are being miked and seated (off camera) Ed Begley is at the podium on the front lawn explaining to the guests what is occurring and what they will be seeing on the screens.

The President, Mrs. Clinton and Don interact with the students. For a more detailed description of the videoconference, see attached outline.

4:00 p.m. The Presidential entourage exits the Education Building and are seated on stage on the front lawn.

THE SPEAKING PROGRAM BEGINS

4:00-5:00 p.m. Don Henley introduces Tony Bennett

✓ Tony Bennett sings "America the Beautiful"

Kathi Anderson welcomes the guests and introduces Beth Witherell, President of the Thoreau Society

Beth Witherell speaks (2 minutes)

Beth introduces Yolanda or Bernice King, daughters of Martin Luther King, Jr. who will speak about Thoreau's influence on their father (this is not yet confirmed) (3 minutes)

Kathi introduces Archana Prasad (great granddaughter of Mohandas Gandhi)

Ms. Prasad speaks about Thoreau's influence on Gandhi (2 minutes)

Kathi introduces Senator John Kerry

no questions
St. Peter make remarks
POTUS makes remarks

Pre-program

(11)

Sen. Kerry speaks (5 minutes)

Kathi introduces Senator Ted Kennedy

Senator Kennedy speaks (5 minutes)

✓ Kathi introduces Don Henley

Don speaks (5 minutes)

Don introduces the First Lady

✓ Mrs. Clinton speaks (10 minutes)

Mrs. Clinton introduces the President

✓ President speaks (15 minutes)

5:00 p.m.

President and First Lady

ROUTING SLIP

DATE: 4/30/98

FROM: Stephanie Streett
Assistant to the President and Director of Presidential Scheduling

SUBJECT: Grand opening of Thoreau Institute

Virginia Apuzzo

Mike McCurry

_____✓

David Beaubaire

Mack McLarty

Paul Begala

Katie McGinty

Sandy Berger

Bob Nash

Anthony Bernal

_____✓

Jennifer Palmieri

Sidney Blumenthal

Chip Payson

_____✓

Erskine Bowles

John Podesta

Peg Cusack

Bruce Reed

Rahm Emanuel

Dan Rosenthal

Maria Echaveste

Charles Ruff

_____✓

Jack Gibbons

Patti Solis-Doyle

_____✓

Nancy Hernreich

Craig Smith

Mickey Ibarra

Doug Sosnik

Ron Klain

Gene Sperling

Ann Lewis

_____✓

Larry Stein

Bruce Lindsey

Todd Stern

Capricia Marshall

_____✓

Kim Tilley

Thurgood Marshall, Jr.

Melanne Verveer

Sylvia Mathews

Michael Waldman

_____✓

Ellen McCulloch-Lorell ✓
Ed Brewitt ✓

FILE: Accept 6/5/98

COMMENTS: _____

ROUTING SLIP

DATE: 4/7/98

FROM: Stephanie Streett
Assistant to the President and Director of Presidential Scheduling

SUBJECT: Going to accompany First Lady on grand opening
of Thoreau Institute

Virginia Apuzzo

Mike McCurry

David Beaubaire

Mark McLarty

Paul Begala

Katie McGinty

Sandy Berger

Bob Nash

Anthony Bernal

Jennifer Palmieri

Sidney Blumenthal

Chip Payson

Erskine Bowles

John Podesta

Phil Caplan

Bruce Reed

Rahm Emanuel

Dan Rosenthal

Maria Echaveste

Charles Ruff

Jack Gibbons

Patti Solis-Doyle

Nancy Hernreich

Craig Smith

Mickey Ibarra

Doug Sosnik

Ron Klain

Gene Sperling

Ann Lewis

Larry Stein

Bruce Lindsey

Todd Stern

Capricia Marshall

Kim Tilley

Thurgood Marshall, Jr.

Melanne Verveer

Sylvia Mathews

Michael Waldman

FILE: pending

Ellen McCulloch-Lovell

COMMENTS: _____

98 APR 2 P5:33
4/2/98

SCHEDULING PROPOSAL

 ACCEPT REGRET ✓ PENDING

TO: Stephanie Streett
Assistant to the President and
Director of Presidential Scheduling

FROM: Ellen McCulloch-Lovell
Deputy Assistant to the President and
Advisor to the First Lady on the Millennium

REQUEST: President to accompany First Lady on grand opening of
Thoreau Institute

PURPOSE: The grand opening of the Thoreau Institute, an
environmental and educational charity founded by Mr. Don
Henley. This visit will feature a teleconference between a
high school classroom in St. Petersburg, Russia, an inner
city school with a diverse student population, and a local
suburban high school. The Russian students attend the
Municipal Children's Environmental Center, a progressive
school attended by 1300 students which evolved from a
station of young naturalists. The students and teachers will
spend the next two months communicating with each other
over the Internet and via the Thoreau Institute. The
President and First Lady would speak about their
preservation initiatives as related to the Millennium
programs.

BACKGROUND: Established eight years ago, the Walden Woods Project
initially directed its efforts toward preserving the historic
and ecologically significant land surrounding Walden Pond
in Concord, Massachusetts. This internationally significant
literary and cultural landscape is where Henry David
Thoreau lived, studied, and wrote many of his greatest
works in the mid-nineteenth century.

Walden Woods raised the funds necessary to buy and

protect nearly 100 acres which are now permanently preserved and publicly accessible.

The newly established Thoreau Institute is situated in the middle of Walden Woods, close to Walden Pond. It houses the world's most comprehensive research collection written by and about Thoreau. Scholars, teachers and students will be able to use the Institute's extensive library and electronic database.

DATE AND TIME:	June 4; Approximately 1:00pm
BRIEFING TIME:	15 minutes
DURATION:	40 minutes
LOCATION:	Lincoln, Massachusetts
PARTICIPANTS:	TBD
OUTLINE OF EVENTS:	TBD
REMARKS REQUIRED:	Yes
MEDIA COVERAGE:	Open Press; WH Photo
FIRST LADY'S ATTENDANCE:	Yes
RECOMMENDED BY:	Ellen McCulloch-Lovell Deputy Assistant to the President and Advisor to the First Lady on the Millennium
STAFF CONTACT:	Virginia Cearley, 395-7228
ORIGIN OF THE PROPOSAL:	White House Generated
SOURCE OF PAYMENT:	The Walden Woods Project

Ms Stephanie Street

Per our most recent conversation - attached is the information regarding The Walden Woods Project. Mr. Henley would so enjoy the company of both the President and Mrs. Clinton. As I stated earlier Mrs. Clinton is presently blocked to go on June 4th Please let me know at your earliest convenience whether the POTUS will join her or what date you and the First Ladies office can work out. As always ---- Thank you!!!!

Cc: Dave D.!

Allen Larell

ADVISORY BOARD

John M. Adams, executive director,
Resources Defense Council
ny, actress
J. Atkins, director,
ADS Ventures, Inc.
Irving Azoff, entertainment executive
Chris Ballantyne, NE regional director,
New England Sierra Club
Edward P. Bane, The Philosophy Trust
Ed Begley, Jr., actor
Paul Brooks, author
Jimmy Buffett, recording artist/author
Thomas Callahan, director,
Mass. Affordable Housing Alliance
Hart Constable, Lincoln Land
Conservation Trust
Trudy Cote, secretary, Mass. Exec.
Office of Environmental Affairs
Ted Dawson, president,
American Ocean Campaign
Annie Dillard, author
E. L. Doctorow, author
Michael Douglas, actor/director
Brock Evans, executive director,
Endangered Species Coalition
David M. Glickstein, consultant and exec.,
Universal Electronics, Inc.
and Co. Inc. author/philosopher
Whoopi Goldberg, actress
Arlo Guthrie, recording artist
John D. Hamilton, Jr., managing partner,
Hale and Dorr LLP
Harry Hamlin, actor
Michael R. Houser, sr. vice president,
Schultz Sav. O Stores, Inc./Piggly Wiggly
John A. Hoyt, chief executive, Humane
Society of the United States
Vidar Jorgensen, trustee,
Thoreau Country Conservation Alliance
Paul Kellert, executive director,
ORE: The North Woods
Edward M. Kennedy (honorary)
John P. Kerry (honorary)
Anne LaBastille, Ph.D., author
Arthur Levitt, president, location-based
entertainment, The Walt Disney Co.
Thomas E. Lovejoy, asst. secretary for
external affairs, Smithsonian Institution
Bill McKibben, author
Ed McMahon, The Conservation Fund
Congressman Martin T. Meehan (honorary)
Helen Miller, actress/recording artist
Wesley T. Mott, Ph.D., secretary,
The Emerson Society
Wesley Nicholas, NE regional director,
Nat. Trust for Historic Preservation
Jeff Pollack, media adviser
Bonnie Raitt, recording artist
Robert D. Richardson, Jr., author
Will Rogers, president,
Trust For Public Land
Jon Runt, president,
Jonathan Ross Advertising
Ruth A. Saling, president,
The Saling Group
Edmond A. Schofield, Ph.D.,
Clark University
Stephen E. Schwitz, president-c.e.o.,
M-C International
Bob Seger, recording artist
Trudie Styler and Sting, co-founders,
The Rainforest Foundation Int.
Meryl Streep, actress
Marian Thornton, Concord Land
Conservation Trust
John Tyson, vice-chairman,
Tyson Foods, Inc.
Marsha and Robin Williams
Elizabeth Hall Witherell, president,
The Thoreau Society
Pete Woody, Ph.D., professor of public
policy, University of Massachusetts



THE
WALDEN
WOODS
PROJECT
An Activity of The Isis Fund

FOUNDER
Don Henley

EXECUTIVE DIRECTOR
Kathi Anderson

March 6, 1998

Ms. Capricia Marshall
The White House
1600 Pennsylvania Avenue
Suite 204, East Wing
Washington, D.C. 20500

BY FAX: 202-456-6771

Dear Ms. Marshall:

I am writing at the direction of Don Henley in follow-up to your conversation with him, which took place earlier this week. I have been asked to provide you with additional information concerning the grand opening of the Thoreau Institute, a new research and educational facility owned and operated by the Walden Woods Project, an environmental and educational charity founded by Mr. Henley in 1990.

First, let me reiterate what a pleasure it was to meet you at the September 1997 White House dinner honoring the recipients of the National Humanities Medal and the National Medal of Arts. You may recall that we were seated at the same table. It was such an enjoyable evening and a tremendous honor for me to participate.

While we have suggested the first week in June 1998 as an optimum time for the grand opening of the Thoreau Institute, we are extremely flexible. The ceremony could take place later in the month of June or in early September if either time would be more convenient for the President and/or First Lady.

The Institute is located in Lincoln, Massachusetts, approximately six miles from Hanscom Air Force Base. In the past, Air Force One has landed at Hanscom. From Boston's Logan Airport, the Institute is a 25-minute drive.

Situated at the end of a 1/2 mile driveway on an 18-acre site, the Thoreau Institute is private and secure. The driveway entrance may be blocked off,

44 Baker Farm Lincoln, MA 01773-3004
(781) 259-4700 fax (781) 259-4710

e-mail: wwproject@walden.org website: <http://www.walden.org/project.htm>

Ms. Capricia Marshall
The White House

March 6, 1998
Page Two

thereby preventing unauthorized vehicles from gaining access. An expansive, tiered lawn area provides an attractive setting for 400 seated guests who will walk to the Institute from off-site parking at nearby Walden Pond.

Members of the Massachusetts Congressional Delegation will be invited, particularly Senators Kennedy and Kerry, who have been actively involved in this project. You may recall that I used to work for Senator Kennedy. He has been tremendously supportive and attended the groundbreaking ceremonies for the Institute. The guest list will also include members of the Walden Woods Project Advisory Board (listed on the left side of the previous page). They include people from the entertainment and recording industries, regional and national environmentalists, academics who are leaders in the field of the humanities, well-known authors and a number of our corporate supporters.

The writings of Henry David Thoreau influenced environmentalists, leaders, thinkers and movements of the 20th century, including Martin Luther King, Jr., Mahatma Gandhi, John F. Kennedy, Leo Tolstoy, Rachel Carson, Aldo Leopold, the American Civil Rights Movement and the anti-Apartheid Movement. We anticipate that Arun Gandhi, grandson of Mahatma Gandhi, will attend, as will a member of the Leopold family and possibly a representative from Dr. King's family.

The cornerstone of our grand opening ceremonies is a live videoconference between a high school classroom in St. Petersburg, Russia, an inner city school with a diverse student population (Boston Latin) and a local suburban high school (Lincoln-Sudbury Regional High School in Massachusetts). Ten to twenty students from each school will participate. The videoconference network has been donated by Lucent Technologies (formerly part of AT&T). Videoconference screens and monitors will be set up at the Thoreau Institute and at the three participating schools. The screens will be divided, allowing all sites to be viewed simultaneously. The Russian students attend the Municipal Children's Environmental Center (MCEC), a progressive school attended by 1300 students which evolved from a station for young naturalists. The students and teachers will spend the next two months communicating with each other over the Internet and via the Thoreau Institute. They will share observations and concerns about the environment. The Russian students are particularly concerned over pollution of the Black Sea; the American students are focused on urban pollution and on issues relating to the preservation of Thoreau's Walden Pond. On the day of the opening, the students from the three classrooms will see each other on screen for the first time. They will share with the President/First Lady what they have learned about each other's country, and about the environmental issues which are of concern to them. The President/First Lady may wish to entertain questions from the students pertaining to the environment. The questions could be screened in advance.

While the videoconference is occurring, the President/First Lady will be seated in a private room at the Thoreau Institute. At their discretion, they may be joined by a

Ms. Capricia Marshall
The White House

March 6, 1998
Page Three

few students, by Don Henley and other dignitaries and/or by members of the press corps. The 400 guests will watch the videoconference on a large screen, which will be set up outside (tented if inclement weather is anticipated). An additional screen will be set up at another site a few miles away for viewing by the general public.

At the conclusion of the videoconference, which will take 20 minutes, we hope the President/First Lady will address the guests. There are a number of relevant topics, which are pertinent to the President's legislative agenda:

1. The importance of schools having access to the Internet as an educational tool and a means of communication. This, in turn, will lead to mutual understanding between young people of different cultures and will provide an opportunity for students to discuss issues of common concern. In the case of the Thoreau Institute, discussion will revolve around the environment and human rights issues, both central to Thoreau's writings. International communication will ultimately lead to international cooperation.
2. I recently heard Mrs. Clinton speak eloquently about an initiative that she and the President are leading to preserve and restore some of our national treasures, such as the Star Spangled Banner. The Thoreau Institute is engaged in a similar effort. Private collectors donated three of the world's foremost collections on Thoreau to the Institute. These collections could have been lost, but will now be permanently safeguarded and accessible to students, teachers and scholars.
3. The Thoreau Institute was funded, in part, by a grant from the National Endowment for the Humanities. The importance of supporting NEH would certainly be an appropriate topic.

I have endeavored to keep this as brief as possible. Please do not hesitate to contact me if you would like me to elaborate on any of the elements of the grand opening. I estimate that an hour of the President/First Lady's time would be needed for the videoconference and remarks. Again, we are extremely flexible.

I will be on vacation next week (week of March 9th) but will be calling in daily for messages. My office number is 781-259-4701. My home number is 978-433-9371. Thank you sincerely for offering to present our invitation to the President and First Lady.

With warmest regards,


Kathi Anderson
Executive Director

Ms. Capricia Marshall
The White House

March 6, 1998
Page Three

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With warmest regards,



Kathi Anderson
Executive Director

TO: Laura Capps (202) 456-2339 ²²³⁹ FAX
FR: Brad Dean

(202) 456-2554 telephone

Born in Concord, just a few miles from here, Thoreau was destined to build on his hometown's proud heritage of independence. In 1775 Concord farmers stood at the Old North Bridge and fired what Thoreau's friend and fellow townsman Emerson called "the shot heard 'round the world." Seventy years later, on Independence Day in 1845, Thoreau moved into his famous house on the shore of Walden Pond. Like our Founding Fathers, Thoreau was engaged in an experiment, and *Walden* was his Declaration of Independence. In that and other classic works of American literature that flowed from his pen, he articulated principles that profoundly influenced the course of our nation's history and even the world's history. Dr. Martin Luther King, Jr., Mohandas Gandhi, Nelson Mandela, the leaders of the Tiananmen Square movement in China—these courageous leaders and countless others have borne eloquent witness to the influence of Thoreau's ideas on their lives.



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e-mail: institute@walden.org
website: www.walden.org

Don Henley
Founder

Kathi R. Anderson
Executive Director

May 29, 1998

Ms. Laura Capps
The White House
Room 196
Washington, DC 20500

Dear Ms. Capps,

As promised, I am forwarding a draft of the commemorative booklet which will be distributed on the day of the Thoreau Institute grand opening. It contains a wealth of information about the Institute and the Walden Woods Project.

Also enclosed is a draft outline of the live "video conversation" between students in the United States and Russia.

Please do not hesitate to contact me if I can provide additional information. We are all looking forward to this exciting event.

Best regards, -

Kathi Anderson
Executive Director

Encl.

Frannie Hulse
259-4794



6/4/98 5:30 pm

**PRESIDENT WILLIAM J. CLINTON
THOREAU INSTITUTE OPENING
JUNE 5, 1998**

Acknowledge: HRC; Sen. Kerry; Sen. Kennedy; Rep. Markey, Rep. Kennedy; Don Henley; Kathi Anderson.

I'd like to thank Don for inviting us to be here today and thank Kathi for her work in making sure it all happened. Last fall, I invited Don to the White House and awarded him with the National Humanities Medal, an award given to a small number of men and women who keep the American memory alive and infuse the future with new ideas. His efforts to preserve a profoundly significant part of our legacy reflect his passionate commitment to our environment and our natural heritage. It is a great honor to be here to celebrate the fruits of this labor.

I would like to recognize the National Endowment for the Humanities for its commitment to the Thoreau Institute. The NEH grant has stimulated contributions from individuals, corporations, and foundations -- all working together to bring this Institute to completion. President Kennedy once said he looked forward to an America that raised the standards of artistic achievement and enlarged cultural opportunities for all citizens. The NEH, along with so many of you, has brought us much closer to realizing that vision.

To get here today, we followed the trails that Henry Thoreau walked, and gazed up at the same white pine, oak and beech trees that he loved so much. As I passed by the huckleberry patch, I felt as if no time at all has passed since the days he went berrying there. [*If he doesn't walk*: We are here today in the midst of Walden Woods, just up the Hill from the Beech Tree Grove and Beech Spring that Thoreau often visited.] **We don't come to Walden merely to get away from the outside world --- we come to Walden to obtain a greater understanding of the society in which we live. As Thoreau advised, we must call upon trees as we call upon scholars.**

Thoreau, a native of Concord, was destined to further the legacy of independence that this country was founded on. In 1775, Concord farmers stood at the Old North Bridge and fired what Thoreau's friend and fellow townsman, Ralph Waldo Emerson, called "the shot heard 'round the world." Seventy years later, on July 4, 1845, Thoreau moved to the shore of Walden Pond and began living "deeply and deliberately." Like our Founding Fathers, Thoreau was engaged in an experiment, and Walden was his Declaration of Independence.

Thanks to the Thoreau Institute, his declaration will live on. The Institute is truly a gift to the next century. Millions of people will learn from its artifacts, be inspired by its beauty, gain insight from its teachings and celebrate its wonder. I would like to add to what Hillary has already addressed --- the need to save America's national treasures. By preserving the tangible treasures of Thoreau, we will perpetually give to our children and our children's children the

immeasurable gift of his mind, his spirit, his philosophy, and his vision for society. The intellect of Henry David Thoreau is a national treasure; and this institute will help secure his place in our hearts and minds for centuries to come.

The lessons that Thoreau taught us are as compelling now as they were during his lifetime. Now more than ever, we must not forget for a moment the endowment that nature entrusts us with -- the need to conserve our resources, learn from our land, and protect the gifts we have been given. There is divinity in living simply. We must not forget for a moment the power of civil disobedience, exemplified by this century's greatest leaders: Dr. King, Mohandas Ghandi, and Nelson Mandela, and the moral obligation we each have individually to stand up against injustice. We must not forget for a moment the value of self reliance -- of following your own inner light -- to make the most of our God-given potential.

We must continue to heed Thoreau's call. As he wrote, "Let us settle ourselves, and work and wedge our feet downward through the mud and slush of opinion and prejudice. . . till we come to a hard bottom and rocks in place, which we can call reality." The rock are the values this country was founded upon. Freedom. Responsibility. Equal Opportunity. As we stand that the dawn of a new millennium we must reinforce our footing by upholding our ideals in the face of challenges. We must not for a moment relinquish our ties to the past, but realize its power to guide our future.

And that is what today is about. By preserving this land and giving gifts to the future we ensure that future generations will continue to be inspired and guided by the ideals, the principles, and the thirst for knowledge that are at our core. We are working to give all of our people, especially our children, what they will need to realize their dreams and our ever-unfolding destiny as a nation. Let us take the time -- deliberately and deeply -- to preserve what makes us strong, knowing that these founding beliefs will transcend the unknown of tomorrow.

6/4/98 5:30 pm

PRESIDENT WILLIAM J. CLINTON
THOREAU INSTITUTE OPENING
JUNE 5, 1998

Acknowledge: HRC; Sen. Kerry; Sen. Kennedy; Rep. Markey, Rep. Kennedy; Don Henley; Kathi Anderson.

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upon which
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Thoreau was destined to further the legacy of independence ~~that~~ this country was founded on. In 1775, Concord farmers stood at the Old North Bridge and fired what Thoreau's friend and fellow townsman, Ralph Waldo Emerson, called "the shot heard 'round the world." Seventy years later, on July 4, 1845, Thoreau moved to the shore of Walden Pond and began living "deeply and deliberately." Like our Founding Fathers, Thoreau was engaged in an experiment, and Walden was his Declaration of Independence.

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Thoreau thoughts

treasures of Thoreau, we will perpetually give to our children and our children's children the immeasurable gift of his mind, his spirit, his philosophy, and his vision for society. ~~The intellect of Henry David Thoreau is a national treasure, and this institute will help secure his place in our hearts and minds for centuries to come.~~

~~we must not forget~~ importance of Thoreau's

The lessons that Thoreau taught us are as compelling now as they were during his lifetime. Now more than ever, we must not forget ~~for a moment the endowment that nature entrusts us with~~ the need to conserve our resources, learn from our land, and protect the gifts we have been given. There is divinity in living simply. We must not forget ~~for a moment~~ the power of civil disobedience, exemplified by this century's greatest leaders: Dr. King, Mohandas Ghandi, and Nelson Mandela, and the moral obligation we each have individually to stand up against injustice. We must not forget ~~for a moment~~ the value of self reliance -- of following ~~our~~ own inner light -- to make the most of our God-given potential. ~~We must not for a moment relinquish our ties to the past, but realize its power to guide our future. We must reinforce the values that this country was founded on: freedom, opportunity, and responsibility. And we must uphold these ideals in the face of challenges that are as new as the century upon us.~~

need
can't
to
Thoreau

To face these challenges we must heed Thoreau's call. As he wrote, "Let us settle ourselves, and work and wedge our feet downward through the mud and slush of opinion and prejudice. . . till we come to a hard bottom and rocks in place, which we can call reality." Those rocks and these woods surrounding us, are the cornerstones of this nation. They symbolize our convictions, our hopes, and our ~~potentials~~ ^{dreams}. They are as solid as the earth we stand upon.

2

mixed
metaphor

By preserving this land and giving gifts to the future we ensure that future generations will continue to be inspired and guided by the ideals, the principles, and the thirst for knowledge that are at our core. We are working to give all of our people, especially our children, what they will need to realize their dreams and our ever-unfolding destiny as a nation. Let us take the time -- deliberately and deeply -- to preserve what makes us strong, knowing that these founding beliefs will transcend the unknown of tomorrow.

A Video Conversation

May 29, 1998

This is a conversation involving students from three American schools – Boston Latin School (Viola Johnson, teacher); Lincoln-Sudbury Regional High School (Bill Schechter, teacher) and Concord Middle School (Susan Curtin, teacher) - and Russian students from the Municipal Children's Ecological Center in St. Petersburg. It is part of a project called *Thoreau's World and Ours* – an international project initiated by the Thoreau Institute – which links the study of literature with home place.

TEXT ON VIDEO:

"That Walden is a humble place – an ordinary pond, a plain New England wood – is exactly the point. Thoreau made himself an Everyman, and chose Walden for his Everywhere." – E.L. Doctorow

The following segments, not shown to guests on the lawn, are part of the video made of the conversation....

ED BEGLEY, JR.:

- Welcomes all to conversation – from Russia and three American schools
- Comments about why this video conversation is such an important part of the opening day activities at the Thoreau Institute
- Reminds students that they have been sharing thoughts and concerns about special places they have discovered and investigated; now (thanks to Lucent Technologies), they have a chance to "meet" fact-to-face to continue the conversation begun through e-mail.
- Invites moderator in St. Petersburg to make opening comments
- Words from St. Petersburg: why MCEC so excited about participating in this project – how this fits in with mission of Municipal Children's Ecological Center
- Ed turns facilitation over to Bill Schechter, teacher at Lincoln-Sudbury Regional High School, who will ask the first question for discussion {Ed leaves to join guests on lawn}

Total time for introduction (including film clip part) = 12 minutes

Question #1 - BILL SCHECHTER:

- Reads Thoreau's description of *his* Walden:
- *Thoreau: "I was seated by the shore of a small pond, about a mile and a half south of the village of Concord and somewhat higher than it, in the midst of an extensive wood between that town and Lincoln."*
- For this man, and for many people, this rather ordinary little pond in the middle of the woods has become a very important place, but there are places all over the world like that and we're going to hear about some *other* Waldens
- Asks three students the following: Where is **YOUR** Walden? What makes it special?

1. Student _____ from Lincoln-Sudbury or Concord Middle

2. Student _____ from Russia
3. Student _____ from Boston Latin

Bill: 1 minute; conversation: 7 minutes. Total time for this segment is 8 minutes

- Bill then turns facilitation over to moderator in St. Petersburg

Question #2 - MODERATOR IN RUSSIA:

- Mentions that children in Ecological center spend a good deal of time outside studying places, just as Henry Thoreau advocated:
- *Thoreau: "To attend chiefly to the desk or school house, while we neglect the scenery in which it is placed, is absurd."*
- Asks two students the following: Why is it important to study and preserve the special places in our communities? What concerns do you have about them?

1. Student _____ from Concord Middle
2. Student _____ from Russia

Moderator: 1 minute; conversation: 5 minutes. Total time for this segment is 6 minutes

Russian moderator turns over facilitation to Viola Johnson, teacher at Boston Latin School

Question #3 - VIOLA JOHNSON:

- *Thoreau: "A plant which it has taken two centuries to perfect, rising by slow stages into the heavens, has this afternoon ceased to exist."*
- Explains urban environment of school (not all "Waldens" are in the woods...) and the "nature" of her students' projects.
- Asks three students the following: Why do these places or these plants – wherever they are - matter to us? How would our world be diminished without them?

1. Student _____ from Boston Latin School
2. Student _____ from Russia
3. Student _____ from Lincoln-Sudbury

Viola: 1 minute; conversation: 7 minutes. Total time for this segment is 8 minutes. (conversation could be shortened or extended depending on whether it's time to cut to the brick-placing ceremony).

Sue Curtin, teacher at Concord Middle School, will announce to the students and teacher both here and in Russia that it is a great honor to have the President and First Lady symbolically connecting the past and present and future by placing a brick from Thoreau's Walden house as the cornerstone of the new Research Center. We all want to turn our attention to this ceremony.

NOW ALL PARTICIPANTS WATCH TELECAST OF BRICK-PLACING WHICH IS TAKING PLACE OUTSIDE – 4 minutes

WHEN THE PRESIDENT, FIRST LADY AND DON HENLEY JOIN THE VIDEO CONVERSATION:

Inside the Library:

- President and Mrs. Clinton and Don Henley are getting miked, seated, introduced to teachers and students (all off-camera)

Meanwhile, on the Lawn:

- Ed Begley, Jr. welcomes guests to an historic meeting
- Explains that students from three American schools – Boston Latin, Lincoln-Sudbury Regional High School and Concord Middle School - have been corresponding with students from the Children's Municipal Ecological Center in St. Petersburg, Russia. They have been sharing with one another their experiences of discovering places near their homes that have personal significance to each of them - just as Henry Thoreau shared with the world his thoughts about *this* place that meant so much to him near *his* home: Walden Woods
- Read E. L. Doctorow quote: ***"That Walden is a humble place – an ordinary pond, a plain New England wood – is exactly the point. Thoreau made himself an Everyman, and chose Walden for his Everywhere."***
- Now they are talking live (it's 11pm in St. Petersburg) in a video conversation that has been made possible by the contributions of Lucent Technologies.
- We are going to listen in on their conversation as they chat with the President of the United States, the First Lady and founder of the Walden Woods Project, Don Henley

Then, in the Library – Susan Curtin facilitating:

- Susan expresses what an honor it is to have the President and First Lady joining this conversation. Summarizes what has just taken place in the discussion: for the last half-hour, the students have been talking about their special places – *their* Waldens - and why they matter; why they've been studying the natural and cultural histories of those places and how they can help to preserve them for people to enjoy in the 21st century and beyond....
- Makes point that in this place that was so loved by Henry Thoreau, it's only right that Thoreau have a word...and he gives us this question that seems so perfect for this day: ***"Could a greater miracle take place than for us to look through each others' eyes for an instant?"***
- [Name student/school] has a question for all of you: Mr. President, Mrs. Clinton, Mr. Henley
- [Student] We were wondering if you could each tell us about a place that has meant a lot to you personally...
- President Clinton, Hillary Clinton, Don Henley all have opportunity to describe their places (they will know in advance that this question will be asked)
- President and Mrs. Clinton and Don will ask questions of the students to elicit their reflections on this conversation, on the significance of places (like the ones they have discovered and described) in our personal and communal history, in our vision for the future

Finally, Ed Begley comes in from the Lawn:

- Thanks the President and First Lady and all the participants in both countries for helping us to "look through each others' eyes" as Thoreau urged
- Ends with the quote used in his *Heaven is Under Our Feet* essay (from Margaret Mead)
- ***"Never doubt that a small group of concerned and dedicated individuals can change the world. Indeed it's the only thing that ever has."***

The Presidential Party goes out onto the Lawn with Don Henley and Ed Begley

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Senator John F. Kerry (honorary)
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Bette Midler, actress/recording artist
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M-C International
Bob Seger, recording artist
Trudie Styler and Sting, co-founders,
The Rainforest Foundation Intl.
Meryl Streep, actress
Marian Thornton, Concord Land
Conservation Trust
John Tyson, vice-chairman,
Tyson Foods, Inc.
Martha and Robin Williams
Elizabeth Hall Witherell, president,
The Thoreau Society
Benze Woody, Ph.D., professor of public
policy, University of Massachusetts



THE
WALDEN
WOODS
PROJECT
An Activity of The Iis Fund

FOUNDER
Don Henley

EXECUTIVE DIRECTOR
Kathi Anderson

MAY 14, 1998

TO: EDWARD PREWITT
FR: KATHI ANDERSON
RE: THOREAU INSTITUTE OPENING

MAY 15, 1998

I have been told that it will take two weeks to engrave and deliver the plaque marking the cornerstone of the new building at the Thoreau Institute. That being the case, I would very much appreciate your assistance in securing input regarding the text as outlined on the following page.

Secondly, there are a few individuals who we plan to invite that we wish to bring to your attention. Invitations will be ready to mail tomorrow. I'd be grateful for your input. Please let me know if there are any problems with the following list.

President Jimmy Carter (doubtful that he will attend, but he has been helpful to our organization in the past);

John Tyson, Vice President of Tyson Foods (John is on our advisory board);

Secretary Bruce Babbitt;

National Park Service Director Robert B. Stanton

William Ferris, Chairman of the National Endowment for the Humanities (Mr. Ferris is already aware of the event and is hoping to attend. The Thoreau Institute received an NEH Challenge Grant 1995.)

Shen Tong, one of the students involved in the Tiananmen Square protest. Shen Tong relocated to the United States shortly after the Tiananmen Square uprising, and is now a doctoral student at Boston University. He authored a book, published in 1990 by Houghton Mifflin, entitled "Almost a Revolution", which chronicles the Tiananmen Square massacre. I am told that he founded a nonprofit organization engaged in helping Chinese

DIRECTOR

Edward Prewitt
The White House

May 14, 1998
Page Two

students studying in America to secure protection for their families remaining in China. We are interested in having him participate because Henry David Thoreau's essay "Civil Disobedience" influenced the Chinese students who led the Tiananmen Square uprising.

Acting Governor Paul Celluci

Senators Edward M. Kennedy and John Kerry, Congressmen Joe Kennedy, Marty Meehan and Ed Markey (Walden Woods straddles the districts of Meehan and Markey). Joe Kennedy's late brother, Michael, had been a member of our Advisory Board.

Please advise as to whether you want us to invite the rest of the Massachusetts Congressional Delegation.

Dexter King, son of the late Martin Luther King, Jr. An invitation has already been extended to Dexter. His father was greatly influenced by Thoreau's "Civil Disobedience".

Archana Prasad, great-granddaughter of Mohandas Gandhi. Ms. Prasad is attending the grand opening and will speak briefly about the admiration her great grandfather had for Thoreau.

Steve Grossman (has donated to our organization in the past);

Dick Friedman (has donated to our organization in the past);

Diana Chapman Walsh, President of Wellesley College.

Thank you for your assistance.

Mandela

Reflections on Walden

"I learned this, at least, by my experiment"

When I wrote the following pages, or rather the bulk of them, I lived alone, in the woods, a mile from any neighbor, in a house which I had built myself, on the shore of Walden Pond, in Concord, Massachusetts, and earned my living by the labor of my hands only. I lived there two years and two months (Walden, p. 3).

With these words, Henry David Thoreau began the tale of his experiment of simple living at Walden Pond. Over the course of the next three hundred-odd pages, Thoreau outlined his philosophy of life, politics, and nature, laying the foundation for a secure place in the canon of great American writers. Although *Walden* enjoyed only moderate success in Thoreau's lifetime, his experiment in the wilderness would spark considerable interest in the years to come. The book has inspired other young people to follow his example and retire to a lonely spot--even if only in imagination--to ponder the world and their place in it. Thoreau's words expressed the concerns of many of his contemporaries as industrialization and war permanently altered the world around them, just as they struck a chord in a generation of young people in the 1960s and 1970s who opposed the modern military-industrial complex and sought peace and simplicity in their lives. For many, *Walden* served as a touchstone.

In the years following Thoreau's death in 1862, his sister and his friends undertook the responsibility of editing his work. Posthumous editions of his previously unpublished or partially published works were produced by Ticknor & Fields and Houghton Mifflin, and articles about Thoreau and reviews of his writings appeared in newspapers and magazines. Thoreau's life and work have continued to provoke and inspire, and there are almost as many different opinions as there are readers. Which view of Thoreau is most accurate: The dour hermit of Walden Woods? The environmental guru? The anti-slavery crusader? The irresponsible layabout? The pacifist? The pantheist? The prophet? None suffices to represent Thoreau by itself; all find support in *Walden*.

Edith
Banks
C-9261

THOREAU'S LIFE AT WALDEN POND

In late March 1845 Thoreau went to Walden Pond, a sixty-two acre body of water, a few miles from his parents' home in Concord, Massachusetts, and selected a spot to build a cabin. The site he picked was on land belonging to his close friend Ralph Waldo Emerson; he and Emerson had already discussed Thoreau's plan to live on the land which Emerson had recently purchased. By July 4th of that same year, the cabin was substantially complete and Thoreau moved to the pond. The experiment had begun.

I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived (Walden, p. 90).

He also went to the pond to work on a book that was to be a memorial tribute to his older brother John, who had died three years earlier of lockjaw. The narrative frame of the story is provided by a boat trip the brothers had taken in 1839, but there are many philosophical digressions. This work, *A Week on the Concord and Merrimack Rivers*, was Thoreau's first published book.

At Walden, Thoreau worked diligently on *A Week*, but he also explored Walden Woods and recorded his observations on nature in his journal. He entertained visitors and made regular trips to town; friends and neighbors began to inquire about his life at the pond. What did he do all day? How did he make a living? Did he get lonely? What if he got sick? He began collecting material to write lectures for his curious townsmen, and he delivered two at the Concord Lyceum, on February 10 and 17, 1847. By the time he left the pond on September 6, 1847, he had combined his lectures on life at Walden with more notes from his journal to produce the first draft of a book which he hoped to publish shortly after *A Week*.

A Week was published in 1849, with a note at the back announcing the imminent publication of *Walden*; or, *Life in the Woods*. *A Week* was not well received by the public, however, and only two hundred copies of it sold in the first few years after its publication. Thoreau financed the volume himself. When publisher James Munroe returned the unsold copies to him in 1853, Thoreau wrote in a journal entry for October 28, 1853, "I have now a library of nearly 900 volumes over 700 of which I wrote myself--."

Considering the failure of *A Week*, publishers were not enthusiastic about *Walden*, and plans for its publication were postponed. Over the next five years, through seven drafts, *Walden* evolved from a sometimes shrill justification of Thoreau's unorthodox lifestyle into a complex, multi-layered account of a spiritual journey.

I wanted to live deep and suck out all the marrow of life (Walden, p. 91).

WALDEN'S RECEPTION AND THOREAU'S REPUTATION

Walden was published on August 9, 1854. Two thousand copies were printed, selling for \$1 each. Unlike Thoreau's first book, *Walden* enjoyed moderate success from the first, and it continued to sell reasonably well after Thoreau's death in 1862. But in the 1870s and 1880s, critics attacked Thoreau's character and style of life, accusing him of crankiness and irresponsibility.

In the 1890s a group of admirers who had not known Thoreau personally but who had been affected by his writings began actively to promote him. One of the first substantial biographies of Thoreau was published by an Englishman, Henry Salt, in 1890. *Walden* was reprinted several times in both America and England during the second half of the nineteenth century. In 1893 and then 1906, relatively complete editions of Thoreau's writings were published, increasing the accessibility of his work and increasing his general popularity.

Beginning in the 1930s, interest in Thoreau began to rise markedly. Henry Seidel Canby's 1939 biography, *Thoreau*, reached the best-seller lists. In July 1941, the Thoreau Society of America was founded at a meeting in Concord. Still active today, the Thoreau Society's purpose is "to honor Henry David Thoreau, to stimulate interest in his life, works, and philosophy, to coordinate research in his life and writings, and to act as a repository for Thoreauviana and articles of memorabilia relevant to Henry David Thoreau and his times."

Thoreau's popularity continued: six editions of *Walden* were published in 1948, eleven in 1958, and twenty-three in 1968, along with many editions of his other works. In 1966, a project to edit and publish all of Thoreau's writings was undertaken by a group of scholars under the sponsorship of the National Endowment for the Humanities and published by Princeton University Press. In 1983, that project, *The Writings of Henry D. Thoreau*, moved to the Davidson Library at the University of California, Santa Barbara under the direction of its Editor-in-Chief, Elizabeth Hall Witherell. The project has published twelve of its projected thirty-volume series. The Princeton Edition of *Walden* was published in 1971.

I learned this, at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours. He will put some things behind, will pass an invisible boundary; new, universal, and more liberal laws will begin to establish themselves around and within him; or the old laws be expanded, and interpreted in his favor in a more liberal sense, and he will live with the license of a higher order of beings. In proportion as he simplifies his life, the laws of the universe will appear less complex, and solitude will not be solitude, nor poverty poverty, nor weakness weakness. If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them (Walden, pp. 323- 324).

WALDEN POND AND WALDEN WOODS TODAY



VELLUM

with quote in handwriting



BACK OF VELLUM

nothing prints here.



"I think that each town should have a park,
or rather a primitive forest, of five hundred or a thousand acres,
either in one body or several, where a stick should never be cut for fuel,
nor for the navy, nor to make wagons, but stand and decay for higher uses
—a common possession forever, for instruction and recreation.
All Walden Wood might have been reserved,
with Walden in the midst of it..."

—Thoreau, *Wild Fruits*

Welcome

We assemble today in Walden Woods to celebrate an important milestone in our ongoing efforts to preserve our cultural and literary history. Today, the world's most comprehensive research collection written by and about Henry David Thoreau comes home to Walden Woods.

The writings of Thoreau continue to exert a profound influence on people around the world. His insights on finding spiritual renewal through communion with nature, his impassioned call for the preservation of our natural resources, his compelling plea for human rights—all these continue to inform and inspire.

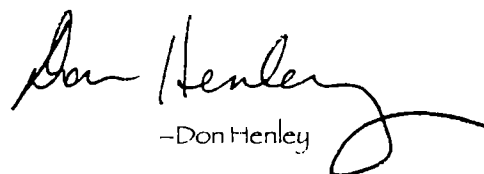
The Walden Woods Project initially focused attention on preserving the land surrounding Walden Pond, the wellspring of inspiration for Thoreau. During the past eight years, the Project has enjoyed tremendous success, having preserved ninety-six historically significant, environmentally sensitive acres, including the site of the Thoreau Institute.

Preserving land is critically important, but of equal importance is educating people to appreciate our environment. So, in addition to protecting Thoreau's treasured woods, we have established an institution

that has consolidated scattered and irreplaceable collections of Thoreau-related material in a single, protected environment, and we have begun to put in place educational programs and technological infrastructures that will disseminate Thoreau's works and wisdom worldwide.

Like Thoreau, I too "have great faith in a seed." I hold the unshakable belief that the seeds we are planting here today—seeds that, in a very real sense, Thoreau passed along to us—will bear nourishing fruit for us and for future generations. It is an encouraging prospect. Here, from Thoreau's home place, from the very ground he walked upon and studied so carefully and loved so dearly—from this local yet universal place, the seeds he planted more than one hundred and fifty years ago will be dispersed far and wide.

As we prepare to embark on the next millennium, the Thoreau Institute stands as an enduring testament to our steadfast commitment to preserve our history and our natural resources—for ourselves, certainly, but more importantly for those who will follow us. To the many people who have joined us in this labor of love, we thank you and welcome you to the Thoreau Institute.



—Don Henley

Founder, Thoreau Institute and
Walden Woods Project

The Thoreau Institute · Lincoln, Massachusetts · June 5, 1998



The board and staff of the Walden Woods Project and the Thoreau Society welcome you to the opening ceremonies of the Thoreau Institute.

The Institute, a joint endeavor of the two organizations, is an education center designed to widen public appreciation of the living ideas of Henry David Thoreau by providing a research library, an electronically accessible media center, and programs for teachers, students, scholars, and the public.

Henry David Thoreau (1817-1862) exerted a profound and enduring influence on American thought and letters. His famous experiment in living close to nature and his equally famous night in jail for conscientious refusal to support a war he found unjust—expressed for all time in *Walden* and “Civil Disobedience”—resonate today.

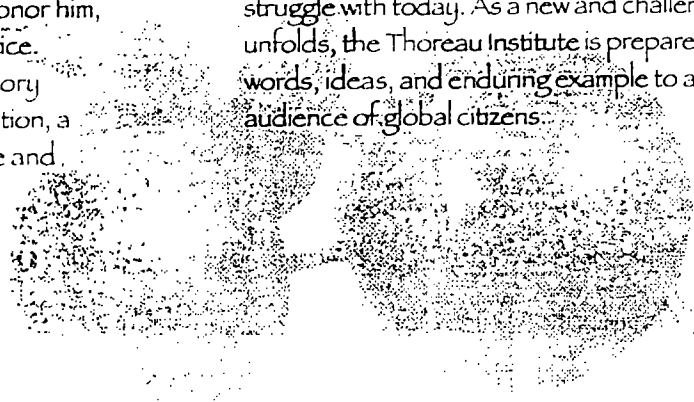
Thoreau's elevation of the individual spirit over conformism, his steadfast opposition to slavery and the forces of oppression, and his prophetic call for the care and perpetuation of our irreplaceable natural environment give us abundant reason to honor him, study his work, and put his ideas into practice.

Walden Woods was Thoreau's laboratory as he evolved his concept of land conservation, a cornerstone of modern ecological science and

an inspiration to generations of naturalists—most notably, perhaps, John Muir, the champion of national parks. In *Walden* Thoreau called for the “tonic of wildness” to refresh humanity, and he enlarged upon this vision in subsequent works. In his late natural history writings, Thoreau pioneered areas of research that are fundamental to modern biology and evolutionary ecology.

While at Walden Thoreau drafted his essay on passive resistance, “Civil Disobedience,” which influenced historic leaders and social philosophers from Leo Tolstoy to Mohandas Gandhi, from John F. Kennedy to Martin Luther King, Jr. The principles Thoreau set forth laid the foundation for cardinal historic events of our time, including India's struggle for independence, the American civil rights movement, South Africa's antiapartheid victory, and China's Tiananmen Square demonstration for democracy.

Thoreau's urgent concerns are ours. He speaks to us with principle and clarity about the critical issues we struggle with today. As a new and challenging century unfolds, the Thoreau Institute is prepared to carry his words, ideas, and enduring example to a widening audience of global citizens.



"In all my rambles I have seen no landscape which can make me forget Fair Haven. I still sit on its Cliff in a new spring day & look over the awakening woods & the river & hear the new birds sing with the same delight as ever - It is as sweet a mystery to me as ever what this world is - Wild Fair Haven lake in the South with its pine covered island & its meadows - the hickories putting out fresh young yellowish leaves - and the oaks light greyish ones while the oven bird thrums his sawyer-like strain & the chewink rustles through the dry leaves or repeats his jingle on a tree top - & the wood thrush, the genius of the wood, whistles for the first time his clear & thrilling strain - It sounds as it did the first time I heard it . . ."

-Thoreau, *Journal*, May 1850

Protecting Walden Woods -a Chronology

Place and philosophy, land and literature come together in historic Walden Woods - Thoreau's spiritual wellspring and the birthplace of America's conservation movement. For people around the world, Walden continues to evince creativity, spirituality, and harmony with nature. Yet even before Thoreau's lifetime, this historic woodland was not free from encroachment.

1844 - A new railway sliced past the Pond, hauling firewood from Walden Woods to distant markets.

1880s - Amusements and concessions at the pond stressed the ecosystem further.

1922 - Massachusetts created the Walden Pond State Reservation, reclaiming the acreage immediately surrounding the pond.

1935 - The Route 2 highway sectioned off the northernmost part of the woods.

1980s - While portions of Walden Woods' 2,680 acres were protected by the towns of Concord and Lincoln, local land conservation trusts, and the Commonwealth of Massachusetts, large tracts of woodland remained vulnerable to development.

1987 - Bear Garden Hill, a pristine locale only half a mile from Walden Pond, was targeted to become a 159-unit condominium complex.

1989 - Brister's Hill, an 18-acre site where today's environmental movement took root with Thoreau's study of forest succession, was slated to become home to a 147,000 square foot office building and a 500-car garage.

1990 - The Walden Woods Project was founded as a direct response to these threats. With the assistance of another not-for-profit organization, the Trust for Public Land, the Project embarked on a mission to acquire these endangered sites and hold them in permanent conservation.

1991 - Walden Woods Project acquired Bear Garden Hill (25 acres).

1992 - Walden Woods Project acquired Boiling Spring site (25 acres), mentioned often by Thoreau, adjacent to Bear Garden Hill.

1993 - Walden Woods Project acquired Brister's Hill (18 acres).

1994 - Walden Woods Project acquired Beech Grove site (18 acres - the location of the Thoreau Institute), adjacent to the historic Beech Spring mentioned throughout Thoreau's journal.

1995 - The National Endowment for the Humanities awarded a substantial Challenge Grant to the Thoreau Institute, leveraging fundraising campaigns for construction and program development, as well as to establish an endowment.

1996 - Walden Woods Project acquired Fair Haven Hill site (10 acres); after Walden Pond, Fair Haven Hill is perhaps the most significant Thoreau-related site in Concord.

1997 - The Thoreau Institute launched its education programs in land stewardship.

June 5, 1998 - Official opening of the Thoreau Institute.



Mitchella

"If the day and the night are such that you greet them with joy, and life emits a fragrance like flowers and sweet-scented herbs, is more elastic, more starry, more immortal,—that is your success. All nature is your congratulation, and you have cause momentarily to bless yourself."

—Thoreau, *Walden*

The Thoreau Institute and Its Environs

Located less than a mile from Walden Pond, the Thoreau Institute grounds and surrounding conservation land are an integral part of Walden Woods' extensive network of trails, which are frequently used by hikers, researchers, and those simply following in Thoreau's footsteps. The Walden Woods Project acquired this land in 1994 because of its historical and environmental significance.

Historical Significance of the Property

The Institute property was one of Thoreau's prime berrying grounds. During Thoreau's lifetime the land was owned by Jacob Baker, who lived at the entrance to the road now called Baker Farm. As a youngster Thoreau came each year to pick the huckleberries and blueberries which, to this day, are the prevailing undershrub in the surrounding woodlands: "I remember gathering ten quarts [of blueberries] in two hours," he wrote, "filling a flour kit . . . some thirty years ago, where now there is a thick and high wood."

Throughout his life Thoreau came back to the area now occupied by the Institute, sometimes to take in the view from Pine Hill toward Flint's Pond to the east and Walden Pond to the west, other times to gather berries and nuts, or again to study the flora and fauna. He

visited most often during the autumn months, the time when he went "a-nutting."

His interest in these grounds rose considerably when, on January 5, 1850, he "discovered," as he termed it, the "small grove of beeches . . . between Walden and Flint's Ponds, standing by a little run which at length makes its way through Jacob Baker's meadow and a deep broad ditch which he has dug, and emptied into the river."

He was a frequent caller from then on, for the once-plentiful beech was "a tree which has almost disappeared from Concord woods." As he wrote in *Walden*, "Instead of calling on some scholar, I paid many a visit to particular trees, of kinds which are rare in this neighborhood, standing far away in the middle of some pasture, or in the depths of a wood or swamp, or on a hill-top; such as . . . the beech, which has so neat a bole and beautifully lichen-painted, perfect in all its details, of which, excepting scattered specimens, I know but one small grove of sizeable trees left in the township, supposed by some to have been planted by the pigeons that were once baited with beech nuts near by . . ."

Thoreau's small beech grove occupies a part of today's Institute grounds. At its foot, a few feet from our southern boundary, is Beech Spring, which Thoreau periodically visited and cleaned: "Cleared out the Beech Spring, which is a copious one," he wrote. "So I have done some service, though it was a wet and muddy job . . . Now that warmer days make the traveller thirsty, this becomes an important work."

Just upstream from Beech Spring is the remnant of what Thoreau called Baker's Pool, the backup of a man-made dam on the "small run" flowing down the valley east of the Institute. Here and elsewhere on what



Clematis



are now the Institute grounds, Thoreau found rare plants, sometimes ones that even he could not identify. ("What is that plant in Baker's Pool, with sessile spatulate leaves toothed at the end, now four or five inches high?")

The beech grove furnished a striking encounter on June 12, 1852. Thoreau had walked from his home on Main Street in Concord to Bear Garden Hill, Walden Pond, and Pine Hill, where he "disturbed a partridge & her brood"; then he walked down to where the Institute now stands to check up on the beech trees and, in particular, a hawk's nest. Thoreau stated in his journal that a "young hawk was perched now four or five feet above the nest," that the mother would not go to the nest while he was in sight, and that she "pursues me half a mile when I withdraw."

Interestingly, an American goshawk has been nesting on Institute grounds since the site was acquired in 1994. Goshawks return each year to the place where they were born, and they vigorously protect their nesting spots. Quite possibly, it was a foremother of "our" goshawk who pursued Thoreau off this site that summer afternoon almost one hundred and forty years ago.

The Education Center

Situated on eighteen acres of conservation land, the Thoreau Institute consists of two structures—the Education Center and the newly constructed Research Center.

The Education Center houses the administrative offices of the Thoreau Institute, Walden Woods Project, and Thoreau Society, as well as conference and seminar rooms for the Institute's education programs and residence facilities for visiting scholars and teachers. The estate, constructed in 1905, was modeled after an old manor in Norfolk, England, by the architect, Julian Ingersoll Chamberlain. Known as Middlesex Meadows, it served as the residence of Lincoln's socially prominent huntsman and author, Alexander Henry Higginson. Its grounds, the former Jacob Baker Farm, were purchased for him by his father, Major Henry Lee Higginson, banker, founder of the Boston Symphony Orchestra, and a relative of Thomas Wentworth Higginson, abolitionist pastor and friend of Thoreau.



Checkerberry



Smilacina racemosa



Sarsaparilla



The Research Center

Across the courtyard from the Education Center is the Research Center, a new two-level structure built into the hillside and housing the Library and Media Center. Designed by James S. Thomas of the Boston architectural firm of Gantzume and McMullen, the building incorporates advanced technologies to support archival preservation and communications networking.

The Research Center contains a noncirculating collection of historic material—more than 20,000 volumes and artifacts preserved in a precisely controlled atmosphere and protected by sophisticated fire-response and security systems.

The main floor also contains offices, the Henley Library, and support spaces, all designed to complement the historic Education Center while accommodating state-of-the-art building systems.

Environmentally Responsible Construction

In collaboration with the designers and builders, the directors of the Walden Woods Project planned the Research Center as an environmentally responsible structure that would both practice and demonstrate techniques for minimizing environmental impact—our primary criterion. We built with sustainable resources and worked with contractors and suppliers who follow ecologically sound practices. For example, the interior millwork and furniture are ash and cherry purchased from companies practicing sustainable forestry

techniques verified by Scientific Certification Systems, an independent certifier. Rugs and carpets are wool, which is nontoxic to paper and humans, as well as being the ultimate renewable resource. Paints used are water-based with the lowest toxic emissions available.

Additional examples:

- Granite displaced during excavation was reused to face the foundation of the building and the fireplace in the Executive Director's office.
- Three white pines harvested to accommodate the new structure were used to make the floor in the Henley Library.
- Our decision to use copper for the Research Center roof eliminates dependence on conventional roof replacement, which is necessary every ten to twenty years.
- The air-conditioning system that protects the collection was designed to accommodate the only known non-ozone-depleting refrigerant. Outside air is employed for cooling when the temperature falls below threshold.
- Electrical components and lighting systems, many with motion detectors and timers, have advanced energy-saving and UV-protective features.

In the words of the architect: "The results of this effort will have a lasting effect on the designers, contractors, and manufacturers involved. Through the tenacity of the Thoreau Institute's directors, we have learned that the marketplace will respond to consumer demand for environmentally responsible building. Those of us involved in this project will carry what we have learned to the next project, energized with the possibilities, and in time we believe the effect of the Institute's Research Center will be significant."



"As my bricks had been in a chimney before . . . I picked out as many fire-place bricks as I could find, to save work and waste, and I filled the spaces between the bricks about the fire-place with stones from the pond shore, and also made my mortar with the white sand from the same place."

—Thoreau, *Walden*

A Fitting Foundation

Readers of *Walden* will remember that Thoreau paid four dollars in 1845 to buy one thousand secondhand bricks to be used in building the chimney of his house by the pond. When local archaeologist and Thoreau enthusiast Roland Robbins excavated the site of Thoreau's house in 1945-1946, he uncovered numerous artifacts, including five intact chimney bricks. In 1964 Robbins presented one of those bricks, together with other materials from the house, to Walter Harding, world-renowned Thoreau scholar and the founding secretary of the Thoreau Society. Speaking on behalf of his fellow Thoreauvians, Robbins stated:

"It was a small tribute for our indebtedness to you for the years of dedication and diligent study that you have given to pursuing any clue, any lead, and any source that suggested any possibility of revealing new knowledge, or a better understanding of old knowledge, on Henry D. Thoreau."

It is fitting that this brick and a foundation stone, both held by Thoreau and both associated with two major donors to the Institute collection, Harding and Robbins, should serve as the foundation stones of the new structure, just as Thoreau's writings and legacy are the foundation of the research collection.



The Henley Library

The Thoreau Society, by a resolution of its Board of Directors expressing appreciation for Don Henley's vision and untiring support, encouraged the Walden Woods Project to name the Library in his honor.

The Carved Panels

Among the distinctive features of the Henley Library and Executive Director's office are eight wooden panels, each bearing the title of a Thoreau book or essay, and having a plant central to each work carved on side of each panel.

Above the door of the office is the *Excursions* panel with wild-apple blossoms, of which Thoreau wrote in "Wild Apples," an essay in *Excursions*: "The flowers of the apple are perhaps the most beautiful of any tree's, so copious and delicious to both sight and scent. The walker is frequently tempted to turn and linger near some more than usually handsome one, whose blossoms are two-thirds expanded. How superior it is in these respects to the pear, whose blossoms are neither colored nor fragrant!"

The title *Walden* above the main door of the Library (south wall) is flanked by a carving of wild-holly berries, pointing to the sentence in Thoreau's most famous book, "Sometimes I rambled . . . to swamps . . . where . . . the wild-holly berries make the beholder forget his home with their beauty, and he is dazzled and tempted by nameless other wild forbidden fruits, too fair for mortal taste."

The south wall also bears the title *Cape Cod* with a carving of thorn apples, of which Thoreau says in that book, "The *Datura stramonium*, or thorn-apple, was in full bloom along the beach; and, at sight of this

cosmopolite, this Captain Cook among plants, carried in ballast all over the world, I felt as if I were on the highway of nations."

In addition, the south wall features a "Walking" panel with a carving of a dwarf andromeda, about which Thoreau says in that essay, "I derive more of my subsistence from the swamps which surround my native town than from the cultivated gardens in the village. There are no richer parterres to my eyes than the dense beds of dwarf andromeda *cassandra calyculata* which cover these tender places on the earth's surface."

The north wall has two carved panels, "Civil Disobedience" and *The Maine Woods*.

A representation of the white water lily frames "Civil Disobedience," for although no plant name is used in that work, Thoreau invokes this plant's symbolism at the conclusion of another reform essay, "Slavery in Massachusetts": "But it chanced the other day that I scented a white water-lily, and a season I had waited for had arrived. It is the emblem of purity. It bursts up so pure and fair to the eye, and so sweet to the scent, as if to show us what purity and sweetness reside in, and can be extracted from, the slime and muck of earth."

A white-pine bough graces the panel for *The Maine Woods*, the book where Thoreau wrote, "The woods were as fresh and full of vegetable life as a lichen in wet weather, and contained many interesting plants; but unless they are of white pine, they are treated with as little respect here as a mildew, and in the other case they are only the more quickly cut down . . . When at length I saw the tops of the pines waving and reflecting the light at a distance high over all the rest of the forest, I realized that the former were not the highest use of the pine. It is not their bones or hide or tallow that I love



most. It is the living spirit of the tree, not its spirit of turpentine, with which I sympathize, and which heals my cuts. It is as immortal as I am, and perchance will go to as high a heaven, there to tower above me still."

On the east wall are panels for the *Journal* and *A Week on the Concord and Merrimack Rivers*.

The plant associated with *A Week on the Concord and Merrimack Rivers* is the bulrush (American cattail), which Thoreau uses at the beginning and end of the book: "So with a vigorous shove we launched our boat from the bank, while the flags and bulrushes curtsied a God-speed, and dropped silently down the stream . . . [Now], far in the evening, our boat was grating against the bulrushes of its native port, and its keel recognized the Concord mud, where some semblance of its outline was still preserved in the flattened flags which had scarce yet erected themselves since our departure . . ."

Thoreau mentions thousands of plant species in his massive *Journal*, but he expressed a special attraction to the fern known as polypody, as in this passage of November 2, 1857: "The bare outline of the polypody thrills me strangely. It is a strange type which I cannot read. It only piques me. Simple as it is, it is as strange as an Oriental character. It is quite independent of my race, and of the Indian, and all mankind. It is a fabulous, mythological form, such as prevailed when the earth and air and water were inhabited by those extinct fossil creatures that we find. It is contemporary with them, and affects as the sight of them."



Apple Blossom

White Cloth

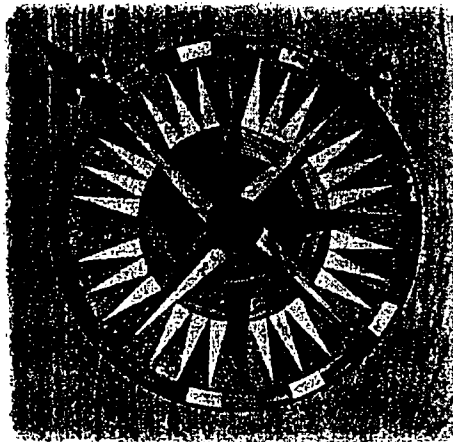
"The frontiers are not east or west, north or south,
but wherever a man fronts a fact."

—Thoreau

A week on the Concord and Merrimack rivers

The Compass Rose,
set in the middle of the reading-room table in the Henley
Library, is a tribute to Thoreau in his role as a surveyor.
Fashioned by Thos. Moser Cabinetmakers of Portland,
Maine, from the wood of twenty-six separate species
of tropical trees, it is an unusual instance of art wrested
from nature's fury.

A hurricane that devastated south Florida in
August 1992 felled some 1,200 trees, many of them rare,
at Fairchild Tropical Garden in Miami. The Garden's
research director, Dr. Jack Fisher, promptly led a salvage
effort to collect and identify woods and distribute them
to scientific organizations inter-nationally with support
from the National Science Foundation. Samples of the
woods were donated to the Moser craftspeople for
use in the compass rose, including
rare and unusual species such as
Bahamian blackwood and West
Indian mahogany. Happily,
Fairchild Tropical Garden lost no
species to the storm and has
since strengthened its collection
with new acquisitions.



Go thou my incense upward from this hearth,
And ask the gods to pardon this clear flame.

The Vivian Dunn Chandelier,
of hand-wrought iron, carved oak, black cherry, and glass,
is a study in contrasting themes—the geometric against
the pastoral, the technological against the elementally
simple, the structural against the wild or chaotic.

The Bronze Desk Medallions,
on the front of each desk in the Research Center, were
created and donated by Michael Glancy, glass artist, of
Rehoboth, Massachusetts. Bark, fern, flowers, leaves
and an occasional bug are composed as if in a natural
setting and cast in bronze, burning the original form in
the process. Each composition is unique and composed
of discoveries from the floor of Walden Woods.

The Walden Woods Carpets,
hand-knotted by Mansour, were inspired by a walk to
the Beech Spring in autumn. The sun-dappled forest
floor was littered with fallen leaves of maple and oak,
the holly berries ripe, the pine cones full and open,
the ferns lying down at the end of their season.

The Slate Tablet,
inlaid on the mantel of the fireplace
in the Executive Director's office, is
hand-carved with the last two lines of
Thoreau's poem "Smoke," from the
"House-Warming" chapter of *Walden*:



"Sir Walter Raleigh might well be studied, if only for the excellence of his style, for he is remarkable in the midst of so many masters. There is a natural emphasis in his style, like a man's tread, and a breathing space between the sentences, which the best of modern writing does not furnish. His chapters are like English parks, or say rather like a Western forest, where the larger growth keeps down the underwood, and one may ride on horseback through the openings."

—Thoreau, "Sir Walter Raleigh"

The Research Collections

The Institute houses a comprehensive collection of research materials relating to Thoreau's writings, life, times, and contemporaries, as well as materials relating to present-day environmental and human rights issues. This invaluable research collection is now brought together and housed in a single, protected environment for the first time, available by appointment to scholars, teachers, and students. Among its most valuable books and artifacts, the collection includes the following:

- Original Manuscript of Thoreau's lecture/essay "Sir Walter Raleigh" (Concord, Massachusetts, 1843).
Collection of the Walden Woods Project

This early manuscript draft precedes the publication of Thoreau's first book by six years and is an important example of his early writing. Although Thoreau lectured on the English courtier and author in 1843 and apparently prepared this manuscript for publication in *The Dial*, this discourse on Raleigh's life and writings was not published until 1905. Of real significance are the multitude of corrections, deletions, and additions to the text in Thoreau's hand that offer

invaluable insight into Thoreau's creative processes.

As befits its literary importance, this manuscript is lavishly bound in dark-green morocco leather by Toof of Memphis. The title on the front cover is in gilt beneath a gilt-tooled spray of flowers; the doublures show a poppy inlaid with gilt flowers surrounded by dragonflies.

• *The Writings of Henry David Thoreau*

(Boston & New York: Houghton Mifflin, 1906). Number 548 of 600 sets.
Collection of the Walden Woods Project.
Gift of Don Henley

This edition of the complete works of Thoreau, published in twenty volumes, is generally referred to as the Manuscript Edition. Limited to 600 copies, the first volume of each set contains an autograph manuscript bound in before the frontispiece.

The source of the text on the manuscript leaf of this copy is a passage from Thoreau's journal (November 4, 1858) suggesting that nature reveals itself and its wonders only to the appreciative viewer. The library has two other sets of the Manuscript Edition, each with an original autograph leaf: one from the library of Walter Harding, the other from the library of Raymond Adams.

This sumptuous set is extra-illustrated with twenty watercolor frontispieces and 132 pen-and-ink drawings by the noted American etcher William J. Wilson that are dispersed throughout the text. The binding is green morocco with an elaborate gilt and red morocco partridgeberry design on both covers and the spine. The doublures are brown morocco with a gilt fern design incorporating the initials HDT. The decoration was produced by the New York publisher G. P. Putnam.



Black Wild Cherry

- *A week on the concord and Merrimack rivers*, Henry D. Thoreau. (Boston and Cambridge: James Monroe and Company, 1849). First edition, first issue, first printing.
Thoreau Society Collection,
Gift of the Raymond Adams Family

In August 1839 Thoreau and his brother John took a long-anticipated boat trip on the Concord and Merrimack Rivers. Although the trip lasted only two weeks, it held major significance to Thoreau, who intended to develop his journal notes on this trip into an article, possibly for *The Dial*. When John died shortly after this trip, Thoreau expanded his notes into a book-length memorial.

A week, Thoreau's first book, was issued in an edition of 1,000 copies. Unfortunately, it did not sell well. In 1853 the publisher shipped 706 unsold copies back to Thoreau, who stored them in his attic bedroom with the comment, "I have now a library of nearly nine hundred volumes, over seven hundred of which I wrote myself."

- *Walden; or, Life in the woods*, Henry D. Thoreau. (Boston: Ticknor and Fields, 1854). First edition, first printing.
Thoreau Society Collection,
Gift of the Walter Harding Family

In the early spring of 1845, Thoreau set out for the shores of Walden Pond and began building a small house in which to live quietly and write a book about his trip on the Concord and Merrimack Rivers. He lived at Walden for two years, two months, and two days. The experience provided the basis for his second and most famous book.

Ticknor and Fields published *Walden; or, Life in the woods* in 1854 in an edition of 2,000 copies. Of the thirty-nine books they published that year, it was by far

the most significant. It is an unassuming-looking volume, bound in the common brown, blind-stamped buckram that Ticknor and Fields used for all their books. What lies between its covers, however, is far from common.

The library has five first editions, first printings of *Walden*.

- The Maxham daguerreotype of Henry D. Thoreau (1856)
Thoreau Society Collection,
Gift of Theo Brown Family

Photographic or portrait images of Thoreau are extremely rare. There are only two documented occasions when he posed for the camera. Of the five images that resulted, four are extant. The daguerreotype portrait in the Thoreau Society Collection is from the earliest known sitting for photographer Benjamin D. Maxham at the Daguerrean Palace in Worcester, Massachusetts, on June 18, 1856. As was the custom with such sittings, Thoreau posed for three slightly different portraits.

While Thoreau seemed indifferent to this image, his sister Sophia Thoreau certainly was not. After viewing the Maxham images, she declared, "None of his daguerreotypes have pleased us." She did not change her mind over the years and never allowed the image to be published during her lifetime.

Thoreau gave a Maxham daguerreotype to each of the two friends he was visiting in Worcester, Theophilus Brown and H.G.O. Blake. The third daguerreotype was sent to a Michigan admirer, who had made the initial request for a portrait. The daguerreotype given to Theophilus Brown stayed in the Brown family until 1968, when it was generously donated to the Thoreau Society.



Red Cedar

- Pencil box

ca. 1843, John Thoreau & Co., Concord, Massachusetts.

Thoreau Society Collection.
Gift of the Walter Harding Family

Thoreau loved to tell stories of his eccentric wandering uncle, Charles Dunbar, who had staked a claim to a deposit of superior-quality plumbago or graphite at Bristol, New Hampshire, that he intended to mine with a partner to manufacture lead pencils. Not gifted with a head for business, Dunbar sought help from his brother-in-law, John Thoreau. By 1824—Dunbar and his partner having moved on—the business was thriving under the name John Thoreau & Co., becoming the family's main source of income. Prosperity was due not only to the superiority of the graphite, but also to the many innovations Henry Thoreau introduced in production and manufacture over the course of his sporadic participation in the enterprise.

In 1843, when Thoreau devised a method to vary the hardness of the pencil leads, John Thoreau & Co. became the first manufacturer in the world to market pencils graded according to a standard of hardness. The pencils were popular for a variety of tasks, including fine-art drawing and drafting. Their excellence was such that Boston art teachers required their pupils to buy only Thoreau pencils.

Thoreau pencils were packaged in boxes covered in a deep-blue paper decorated with gold writing and were sold at seventy-five cents a dozen. The text on the boxes affirmed that the product was “free from inequalities and grit” and would not “be affected by changes of temperature.” Intact boxes are extremely rare. This example from the Walter Harding Collection is in superior condition on the exterior and pristine on the interior.

- One dozen pencils

1840s, John Thoreau & Co., Concord, Massachusetts.

Collection of the Walden Woods Project,
Gift of Bradley P. Dean

Single Thoreau pencils are fairly rare, and there are only two known examples of a dozen Thoreau pencils with original strings and wrapper. This is one of those, and the wrapper proclaims the pencils to be of the “best quality.”

- Survey of Main Street

Concord, Massachusetts; Henry D. Thoreau; August 1850.

Thoreau Society Collection,
Gift of Frederick T. McGill, Jr.

- Survey of Augustus Tuttle Farm

Concord, Massachusetts; Henry D. Thoreau; August 1853.

Thoreau Society Collection, In Memory of Edward B. Caiger
Gift of Mrs. Edward B. Caiger

In 1840 Thoreau was teaching at the Concord Academy and introduced his students to the fundamentals of surveying by taking them to Fair Haven Bay, one of his favorite places, where they practiced surveying the cliff. He enjoyed the exercise enough to turn to the surveying profession a few years later. It allowed him to work outside and close to nature, with ample opportunity to study his surroundings. By 1849 Thoreau's surveying business was an important source of income.

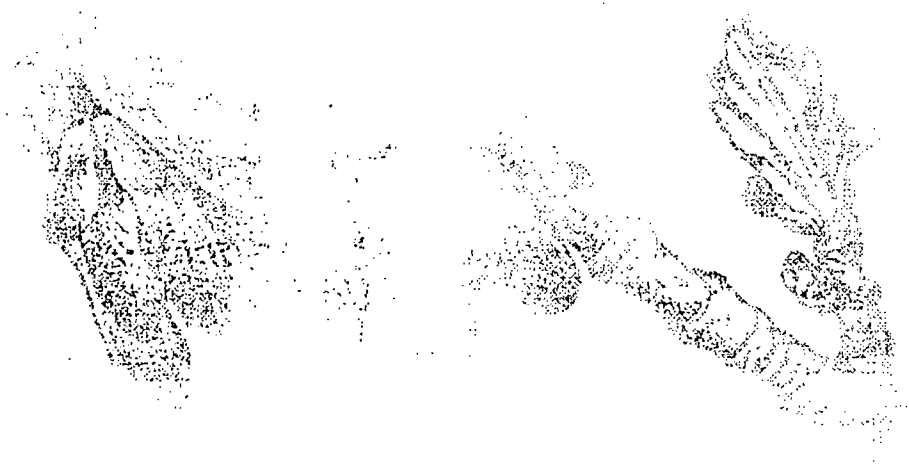
The Institute has two original surveys by Thoreau. The earlier, dated August 1850, is part of a larger project Thoreau was hired for: to survey Concord's new courthouse and town lots. Thoreau's good friend and walking companion, the poet William Ellery Channing (the younger), owned one of the lots in this tract; it was subdivided after the survey was completed.



- Henry David Thoreau, original letters, documents, and manuscripts.

A considerable strength of the Institute collection is its wealth of original manuscript material by Thoreau. In addition to the Raleigh manuscript, this grouping includes personal letters, single manuscript leaves from various writings, and documents relating to Thoreau's surveying work. Thoreau wrote exceptional letters. One written to a cousin (February 9, 1849) begins: "California, mad dogs, and railroads are the great topics here as everywhere."

Among the many fascinating manuscripts in the collection is a letter of reference for Thoreau written by Harvard College President Josiah Quincy in 1838, attesting that Thoreau's "name was high as a scholar in all the branches, & his morals and general conduct unexceptionable and exemplary."





"Books are the treasured wealth of the world
and the fit inheritance of generations and nations."

—Thoreau, *Walden*

Major Donors

Three collections, gifts of former Thoreau Society presidents, comprise the core of the Institute's holdings.

The Walter Harding Collection

Professor Walter Harding (1917-1996), founder of both the Thoreau Society and the Princeton Edition of *The Writings of Henry D. Thoreau*, brought Thoreau to more people around the world than any other individual. Donated to the Society by his family, the Harding Collection is the most extensive and diverse in existence. It comprises more than 3,000 volumes, including first editions and manuscripts; thousands of articles; hundreds of pamphlets; art, records, and microfilms; and extensive correspondence with leading Thoreau scholars and world-renowned figures.

The Raymond Adams Collection

Professor Raymond Adams (1898-1987), a pioneering Thoreau scholar and the first president of the Thoreau Society, gathered oral history from Concord inhabitants who knew Thoreau in their youth, among many other research projects. The Adams Collection offers researchers an excellent core of Thoreau manuscripts and first editions; volumes that Thoreau owned and consulted in his research and writing; irreplaceable correspondence from Thoreau's acquaintances written to early biographers; and the entire Thoreau collection of biographer H.S. Salt, an important acquisition in itself.

The Roland Robbins Collection

Archaeologist, researcher, and writer Roland Wells Robbins (1908-1987) excavated the site of Thoreau's Walden house in 1945-1946, after following physical and literary clues to pinpoint the location. Donated by his family, the Robbins collection contains his field notes, photographs, and artifacts of the Thoreau site, as well as material related to his other excavations and restorations in the eastern United States. Also included are Robbins's research materials and drawings for the replica of Thoreau's house, soon to be placed on the Institute grounds.





*Rubus
sempervirens*

"Books can only reveal us to ourselves, and as often as they do us this service we lay them aside."

—Thoreau, Letter, April 26, 1857

Archives of the Thoreau Society

The Archives of this oldest and largest organization devoted to an American author comprise a vast, still-growing collection of correspondence, articles, scrapbooks, and photographs. Among many invaluable resources, the Thoreau Society Archives include:

- The papers of Francis H. Allen, editor of the 1906 edition of Thoreau's writings, and Concord historian, Allen French.
- Early editions of Thoreau's writings owned and annotated by William Torrey Harris, the first U.S. Commissioner of Education and an acquaintance of Thoreau's.
- An unparalleled collection of editions of *Walden*, from first editions to translations in Chinese, Czech, French, German, Greek, Hindi, Hungarian, Japanese, Spanish, and Swedish.

The Scott and Helen Nearing Papers

The Institute holds a rich collection of documents spanning eight decades in the lives of Scott and Helen Nearing, the New England pioneers of homesteading, natural gardening, and sustainable living. The recent gift of these papers from the Trust for Public Land as an agent for the Good Life Center helps make the Institute a focal point for the study of the twentieth-century sustainable living movement and the remarkable individuals who influenced it.

The Walden Woods Project Archives

The Institute also houses the Isis Fund/Walden Woods Project Archives and its important collection of Thoreauviana, including the manuscript on "Sir Walter Raleigh" and the 1906 Manuscript Edition.

The Ralph Waldo Emerson Society Collection

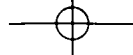
The Institute houses the collections of the Ralph Waldo Emerson Society, which include monographs, offprints, maps, and Society business records, as well as handbooks, notes, and other items used by scholars in preparing various editions of writings by Emerson.



White-Berried Cornel



Medick



"It is time that we had uncommon schools, that we did not leave off our education when we begin to be men and women. It is time that villages were universities, and their elder inhabitants the fellows of universities, with leisure – if they are indeed so well off – to pursue liberal studies the rest of their lives."

–Thoreau, *Walden*

Media Center

Located on the lower level of the Research Center, just below the Henley Library, the Media Center is a highly sophisticated technology hub that houses the Institute's telephone equipment, networked computer systems, and main servers. The computer stations in the main room are networked to one another, to eight servers in the adjacent room, the Institute's other forty-plus computers, and to the global Internet.

Improving access to Thoreau-related resources is central to the Institute's mission. Two of the Media Center's great contributions will be to extend the reach of Thoreau scholarship and to make the Institute's resources accessible to a worldwide audience.

Extended Access for Scholars and Researchers

Computers at the Media Center will interface with the growing network of electronic libraries, humanities computing centers, and electronic-text centers that serve scholarly communities worldwide. Over networks like these, the Media Center will offer highly detailed online catalogues of the Institute's holdings to researchers and will become a point of access for scholars. Researchers using the Media Center will gain access to larger catalogues, notably the National Research and Education Network, Online Computer Library Center, and Research Libraries Information Network.

Extended Access for the Public

The Media Center will have its greatest public impact as a disseminator of materials via the global Internet. Using donated state-of-the-art computer systems and communication systems, Media Center staff members are extending our World Wide Web site to deliver wide-ranging information and services freely, including educational and research forums for students at all levels, curriculum materials for teachers, and virtually all the information in the Institute's multimedia database on the life, writing, times, and legacies of Thoreau.



Witch Hazel



Chokecherry



The Media Center staff assists the Curator of Collections in digitizing the entire research collection—page by page—and making it accessible to computer users via full-text retrieval from the database, and on the Internet. The Media Center staff also administers all technology components of the Institute, provides technology training to staff, and maintains full-time data links to both the Walden Pond State Reservation and the Thoreau Society Shop at Walden Pond. The Media Center supports the Institute's on- and off-site education programs, and collaborates with individuals and organizations on projects that use technology for education and research, such as:

- Generating multilayered digital maps and extensively hyperlinked virtual tours of the Walden Woods ecosystem and other Thoreau-related locations, particularly Concord and Lincoln, Massachusetts.
- Helping to collect and disseminate curricular materials relating to Thoreau, nineteenth-century New England, land preservation, and civil rights.

The Media Center is equipped with powerful resources thanks to public-spirited donations from technology leaders, including Digital Equipment Corporation (computer hardware and support services); Lucent Technologies (network and communications hardware and software); and Microsoft Corporation (computer software and consulting services).



"I would make education a pleasant thing both to the teacher and the scholar. This discipline, which we allow to be the end of life, should not be one thing in the schoolroom, and another in the street. We should seek to be fellow students with the pupil, and we should learn of, as well as with him, if we would be most helpful to him."

—Thoreau, *Walden*

Education Programs and Resources

Through the Institute's education programs and resources, we work to encourage lifelong learning about Thoreau, his work, and his far-reaching influence on environmental and social-change movements. We offer our programs on-site, in local communities, and globally via the Internet, and we currently are exploring affiliations with local colleges and universities.

In bringing together the study of literature and the land, our courses, seminars, and workshops aim to foster responsible environmental stewardship. Future programs for the public will include an annual community lecture series, with this year's theme being "Stewardship of Historic Landscapes." Programs under development include outreach to urban students, short courses at the Institute, and Thoreau Institute Fellowships.

We believe that we can exert the widest influence by offering programs designed for classroom teachers—providing them with unique opportunities to enhance their curricula and develop interdisciplinary, multi-faceted approaches to environmental issues. Two newly launched annual programs center around teachers teaching—indoors and out.

Thoreau's World and Ours.

Now in its second year, this is an interdisciplinary seminar for high school teachers of English, social studies, and science. It is held at the Institute for two weeks in the summer. Aided by a variety of presenters, participants examine the natural, cultural, and literary histories of Concord and its environs.

Thoreau's well-known phrase, "I have travelled a good deal in Concord," indicates the value of careful study of "home place." Working with a wide range of experts to explore Concord's interconnected histories and relate them to the present, teachers develop models for approaching the study of their schools' home communities. They return to the classroom ready to help students learn the rich and layered stories of their home communities, to discover their treasures and find, perhaps, that every community has its own Walden.

Over subsequent months, participants return to the Institute for two day-long sessions to share experiences implementing their curricula and to discuss the impact on student learning. Participants are also encouraged to stay connected with the Institute and one another by using our Web site and other computing resources to correspond and share curricula.

The first year of Thoreau's World and Ours was supported by a grant from the United States Environmental Protection Agency. This year, the Massachusetts Department of Education has awarded the Institute a grant in support of Thoreau's World and Ours. The program has grown into an international project, as today's live video conference demonstrates.



Huckleberries

Selborne New England

Closely related to Thoreau's World and Ours is Selborne New England, a multidisciplinary one-week workshop for teams of middle school teachers, sponsored in collaboration with the Roger Tory Peterson Institute of Natural History in Jamestown, New York. Held at the Thoreau Institute, the Selborne New England workshop addresses environmental literacy through the study of home place.

Selborne New England is consistent with Thoreau's own multidisciplinary approach to the place he called home. He "surveyed" Concord in countless ways—as naturalist, historian, philosopher, social critic, civil engineer, and teacher, to name a few. Thoreau understood the importance of perceiving what surrounded him from many intellectual vantage points. One small geographical area can be approached from many directions, and it is this interconnection of the sciences and humanities that leads to new and imaginative interpretations of our relationships to place.

In Selborne New England, teams of participating teachers learn to use the one square kilometer surrounding their schools as an outdoor laboratory and organizing theme for science, social studies, English, mathematics, and art classes. The workshop incorporates Thoreau's life and writings, his study of place, and his love of the natural world both as a model for participants and as a subsequent curriculum resource for their students.

Selborne New England takes its inspiration from the eighteenth-century British naturalist Gilbert White, who kept a daily journal about the natural history and physical environment of Selborne, his native village. White's simple, keenly personal approach, which influenced Thoreau a great deal, changed the way the natural world has been studied.



"Talk of mysteries! Think of our life in nature – daily to be shown matter, to come in contact with it – rocks, trees, wind on our cheeks!"

–Thoreau, *The Maine Woods*

Opening Day at the Education Center

Live Video Conference

Thoreau's World and Ours, the Institute program for teachers, has grown to international dimensions. Today's informal video conversations are a special event, as participants in four schools—one in Russia and three in Massachusetts—are seeing each other face to face for the first time, after several months of exchanging electronic mail.

With great pleasure we welcome students and teachers of the Municipal Children's Ecological Center in St. Petersburg, Russia, as well as those of Boston Latin School, Lincoln-Sudbury Regional High School, and Concord Middle School. We extend special recognition to the teachers representing these schools today for their initiative, skill, and sensitivity.

- Valentina Zubkova is director of a school that supplements St. Petersburg's public-education system and serves 1,200 students of all ages. Trained in agricultural chemistry, she counts teaching environmental protection, and ecological legislation among her special interests.
- Viola Johnson is a member of the English Department at Boston Latin School, our nation's oldest public school.
- Bill Schechter is a history teacher at Lincoln-Sudbury Regional High School.
- Sue Curtin is a history teacher at Concord Middle School.

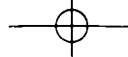
"Thoreau and the Study of Home Place" –A Middle School Student Exhibit

"If a man is rich and strong anywhere, it must be on his native soil. Here I have been these forty years learning the language of these fields that I may the better express myself."

–Thoreau, *Journal*, November 20, 1857

Convinced of the value of studying the inter-connections between the natural and cultural histories of his home ground in and around Concord, Thoreau spent nearly his entire lifetime walking that ground and writing about what he found there. "Thoreau and the Study of Home Place" assembles work by students in three local middle schools: Jonas Clarke (Lexington), Chenery (Belmont), and Sawyer (Bolton).

This exhibit would not have been possible without John Chamberlain, Jr., Jane Gehron, and Suzanne Wintle—teachers at these three schools, respectively, who took part in Thoreau Institute programs during 1997. We applaud the talent, enthusiasm, and commitment of these educators, as well as that of their students, whose works are displayed today in the Education Center.



Low Bush
Blueberry



Shadbush

"Songs of the Earth"

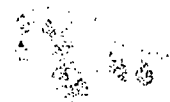
—Photography by John Wawrzonek

Photographing nature has been John Wawrzonek's special calling for years. The book *walking*, which contains the text of Thoreau's essay of that title and features many of Wawrzonek's photographs of Walden, was published in 1983 by The Nature Company and is now in its seventh printing. Wawrzonek's prints have been exhibited widely across the United States and are represented in the collections of the Cleveland Art Institute and Brandeis University's Rose Art Museum. "Songs of the Earth" is a new collection of his landscapes, including many from Walden Woods.

Of his work, Wawrzonek says, "As I continued to explore and photograph, I began to feel a new and more acute pleasure from the places I returned to again and again. The most recent of these, and perhaps the most important to me, is Walden Pond and Walden Woods, where I have photographed for the past seven years. Here the colors and textures I found created a resonance especially strong, as if the earth were speaking, teaching and giving me life."

The Apple Hill Chamber Players

The Apple Hill Chamber Players of Nelson, New Hampshire, represent one of America's most highly respected performing ensemble traditions, winning international praise for eloquent performances and recordings of chamber music masterpieces, from classic to contemporary. The dramatic story of the ensemble's 1992 "Playing for Peace" tour of Israel, Egypt, Jordan, and Syria was documented in the PBS documentary of the same name. Our special thanks to today's performers: Gretchen Pusch, flute; Movses Pogossian, violin; Michael Kelley, viola; Rupert Thompson, cello; Richard Hartshorne, double bass; and Eric Stumacher, piano.



Solanum
eleagnifolium



American Elm

Thoreau's Living Heritage

"The environmental challenges evident in Thoreau's era pale in comparison with the magnitude of global crises that confront us today. Perhaps the most sinister aspect of these crises is that they do not evolve 'globally.' Often they germinate as singular and sometimes 'localized' environmental concerns—the death of a lake in the Adirondacks, the burning of an acre of tropical rain forest in Brazil, the contamination of a drinking water supply in Eastern Europe, an oil spill off the coast of Alaska, the extinction of an endangered species in Africa, or the leveling of an historic woodland near Walden Pond. The destructive impact of such disregard for the welfare of our planet cannot be overstated; environmental issues cannot be divided into 'global' and 'local' sectors. As in Thoreau's day, ecological crisis does not occur in several different worlds, but in the only one that all of us inhabit."

President Jimmy Carter

a freedom ride into Mississippi, a peaceful protest in Albany, Georgia, a bus boycott in Montgomery, Alabama, it is an outgrowth of Thoreau's insistence that evil must be resisted and no moral man can patiently adjust to injustice."

Reverend Martin Luther King, Jr.

"How again can we steep ourselves in what [Thoreau] had done, and carry on where he left off? To me it seems that much of what Henry David Thoreau wrote, more than a century ago, was less timely in his day than it is in ours: we can now prove that the natural and civilized worlds must live together or perish separately. We hope that the attitude of Thoreau . . . toward unspoiled countryside will be pervasive. For there is no science and no art of greater importance than that which teaches seeing, which builds sensitivity and respect for the natural world, a world that 'has visibly been recreated in the night.'"

David Brower

"During my early college days, I read Thoreau's essay on civil disobedience for the first time. Fascinated by the idea of refusing to cooperate with an evil system, I was so deeply moved that I re-read the work several times. I became convinced then that non-cooperation with evil is as much a moral obligation as is cooperation with good. No other person has been more eloquent and passionate in getting this idea across than Henry David Thoreau. As a result of his writings and personal witness we are the heirs of a legacy of creative protest. It goes without saying that the teachings of Thoreau are alive today, indeed, they are more alive today than ever before. Whether expressed in a sit-in at lunch counters,

"We walked through the woods to Walden Pond. It is a beautiful lake about half a mile long, fairly embosomed like a bright dark eye in wooded hills of smooth moraine gravel and sand, and with a rich leafy undergrowth of huckleberry, willow, and young oak bushes, etc., and grass and flowers in rich variety. No wonder Thoreau lived here two years. I could have enjoyed living here 200 years or 2000."

John Muir to his wife
June 13, 1893



"The one wedding present that my father gave my mother when they were married was the complete set of Thoreau and I think that was quite fitting. Thoreau's writings were a major force in my father's thinking and actions. We Leopolds are delighted to know of your Thoreau Institute."

Nina Leopold Bradley
Daughter of conservationist Aldo Leopold

"Mohandas K. Gandhi, my grandfather, was a young man practicing law in South Africa when he organized his first satyagraha, or campaign of civil disobedience, in 1907 to protest racial discrimination. After seven years of persistence, his successful movement resulted in concessions from the government.

"Both Thoreau and Gandhi felt that no human should ever submit to injustice. They were convinced that the most honorable place for anyone facing injustice is prison. It was appropriate, therefore, that Gandhi protested against racial injustice in South Africa the only civilized way he knew—civil disobedience—and went to prison.

"Ironically, it was in prison that Gandhi discovered Thoreau's essay 'Civil Disobedience' and read it avidly. As he later observed, 'It is good to know that a great scholar like Thoreau endorsed the nonviolent passive resistance movement that we launched in South Africa.'"

Arun Gandhi
Founder and Director, M.K. Gandhi Institute

"Thoreau is, *suí generis*, a rich soul. He enriches himself by empathizing with nature. He enriches us, via the word, by causing us to feel what he does. He therefore enriches life."

Bernard Malamud to Walter Harding
September 24, 1979

"Yes, I am a lover of Thoreau, and I should count it a great privilege to have the book of which you spoke in your letter. Thoreau's wonderful descriptions of nature are as refreshing to my mind as the sun-warmed wind in my face and the cool moss under my feet. But my heart responds most warmly to his message of justice and freedom for all men."

Helen Keller to Anna Ricketson

"I am glad to say that Thoreau was an influence in my life. I lived in a hut too—only mine was a tent! Like him, I learned to stand alone, and speak truth as I saw it."

Upton Sinclair to Walter Harding
March 26, 1960

"That Walden is a humble place—an ordinary pond, a plain New England wood—is exactly the point. Thoreau made himself an Everyman, and chose Walden for his Everywhere."

"We need both Waldens, the book and the place. We're not all spirit any more than we are all clay; we are both and so we need both—as in: You've read the book, now see the place."

E.L. Doctorow

Going to Walden

by Mary Oliver

It isn't very far as highways lie.

I might be back by nightfall, having seen

The rough pines, and the stones, and the clear water.

Friends argue that I might be wiser for it.

They do not hear that far-off Yankee whisper:

How dull we grow from hurrying here and there!

Many have gone, and think me half a fool

To miss a day away in the cool country.

Maybe. But in a book I read and cherish,

Going to Walden is not so easy a thing

As a green visit. It is the slow and difficult

Trick of living, and finding it where you are.

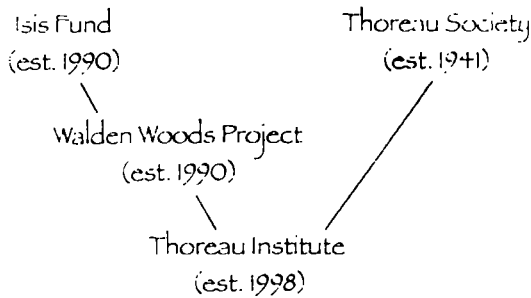
Honored with the Pulitzer Prize for Poetry and the National Book Award, Mary Oliver teaches literature at Bennington College, Vermont. Our thanks for her kind permission to reprint her poem.

Copyright (c) 1972 by Mary Oliver. Used by permission of the Molly Malone Cook Literary Agency.



Yew

One Shared Vision



Isis Fund

The Isis Fund, established in 1990 by Don Henley, takes its name from the ancient goddess of nature and restorer of life. It is a publicly supported nonprofit organization with a two-fold mission: acquiring and protecting historically significant and environmentally sensitive land, and furthering education about environmental conservation.

Walden Woods Project

The Walden Woods Project is an activity of the Isis Fund. Its purpose is to protect land of ecological and historical significance in Walden Woods and to further public education in environmental issues and the humanities by operating the Thoreau Institute. Since its inception, the Project has saved nearly one hundred acres of vulnerable woodland.

Thoreau Society

The Thoreau Society is an international organization established to stimulate interest in and foster education about the life, works, and philosophy of Thoreau. Founded in 1941, the Society, in partnership with the Walden Woods Project, sponsors Thoreau-related excursions and events throughout the year; owns and operates the Thoreau Society Shop at Walden Pond; holds a four-day annual gathering each July in Concord; and publishes the *Thoreau Society Bulletin*, *Concord Saunterer*, and other Thoreau-related material.

Thoreau Institute

The Thoreau Institute, dedicated to Thoreau's work and life, is a collaboration of the Walden Woods Project and the Thoreau Society.

"The true harvest of my daily life is somewhat as intangible and indescribable as the tints of morning or evening. It is a little stardust caught, a segment of the rainbow which I have clutched."

—Thoreau, *Walden*



Thymus Acrifolium

"My house was on the side of a hill, immediately on the edge of the larger wood, in the midst of a young forest of pitch pines and hickories, and half a dozen rods from the pond, to which a narrow footpath led down the hill. In my front yard grew the strawberry, blackberry, and life-everlasting, johnswort and golden-rod, shrub-oaks and sand-cherry, blueberry and ground-nut. Near the end of May, the sand-cherry, *Cerasus pumila*, adorned the sides of the path with its delicate flowers arranged in umbels cylindrically about its short stems, which last, in the fall, weighted down with good sized and handsome cherries, fell over in wreaths like rays on every side."

—Thoreau, *Walden*

Walden House Replica

Created by Roland W. Robbins, Gift of Geraldine Robbins

On July 4, 1845, Thoreau began his famous experiment in living on the shore of Walden Pond. He constructed a house with his own hands at a total cost of only \$28.12½. It was to be his home for two years, two months, and two days. Outside the house he built a woodshed and planted a garden of beans and potatoes to sell, and corn, peas, and turnips for his own use.

Thoreau described his dwelling as a "tight shingled and plastered house, ten feet wide by fifteen long, and eight-feet posts, with a garret and a closet, a large window on each side, two trapdoors, one door at the end, and a brick fireplace opposite." His furnishings consisted of a cot, table, desk, three chairs ("one for solitude, two for friendship, three for society"), a lamp, mirror, and cooking utensils.

One hundred years later, during the Town of Concord's commemorative ceremony on July 4, 1945, archaeologist Roland Robbins was startled to learn that the exact location of Thoreau's Walden house was no longer known. It seems that over the years the cairn had moved from its original location. Robbins determined to identify the location of this historic site precisely, using literary as well as physical evidence. He documents his extraordinary find in his book, *Discovery at Walden*.

From this project and his ensuing research, Robbins constructed three replicas of the original house. One stands at the Walden Pond State Reservation and another at the Concord Museum. Robbins kept the third on his own property, recording all visitors in a guest book. Mrs. Geraldine Robbins donated her husband's replica to the Thoreau Institute in 1998. The Institute plans to relocate the Robbins replica to a lovely meadow on the hillside behind the Research Center.



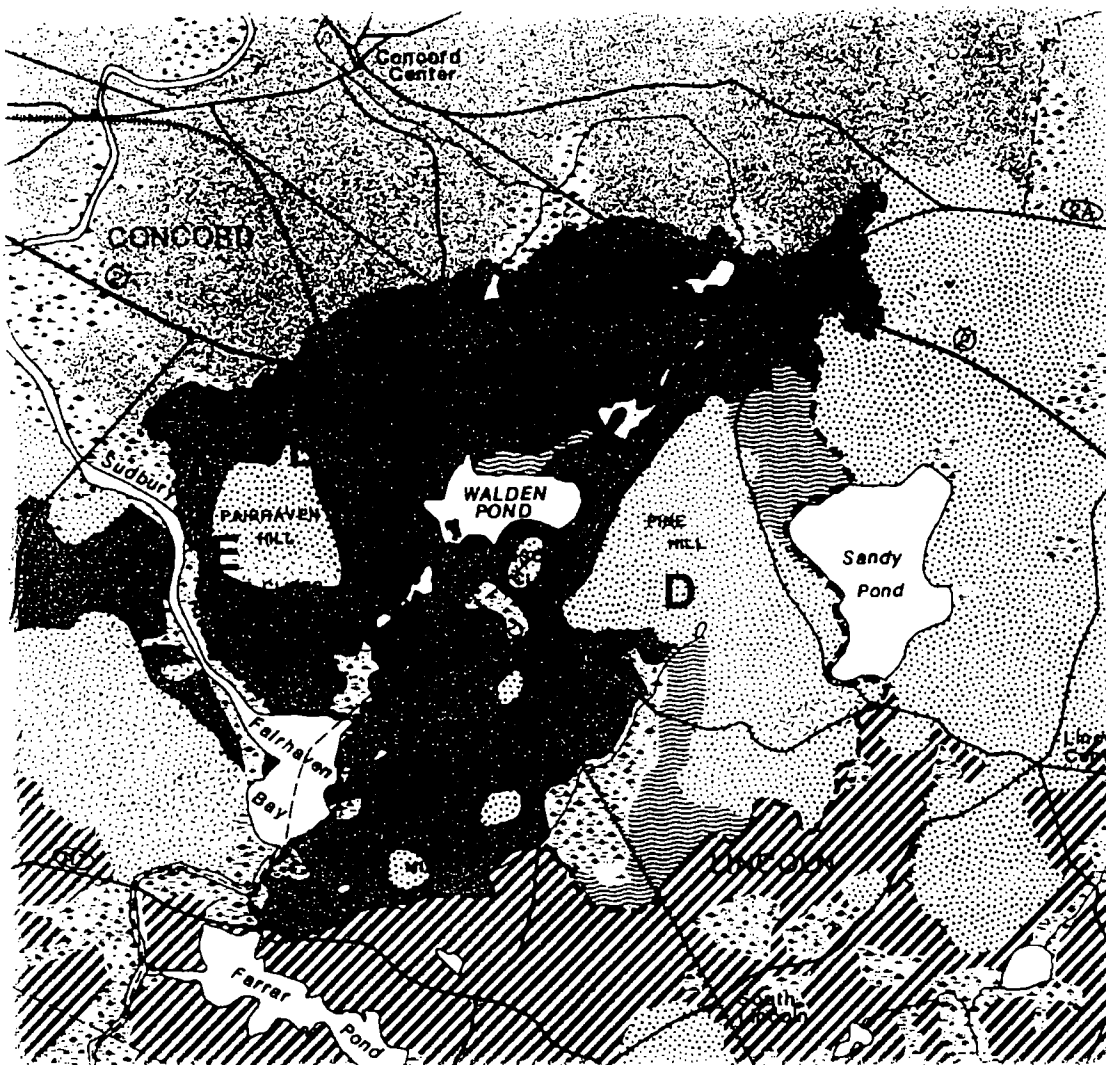
*Arum
triphyllum*



Huckleberries



*Prinos
verticillatus*



WALDEN WOODS

The following sites have been purchased and preserved by the Walden Woods Project:

- A: Bear Garden Hill: 25 acres acquired in 1991.
- B: Site of the Boiling Spring: 25 acres acquired in 1992.
- C: Brister's Hill: 18 acres acquired in 1993.
- D: Beech Grove/Thoreau Institute site:
18 acres acquired in 1994.
- E: Fairhaven Hill property: 10 acres acquired in 1995.

--- HISTORIC WALDEN WOODS

↑
NORTH
1 MILE

In recent years, we lost two dear friends. Although we are saddened by their passing, they remain a presence among us, and their support of the Walden Woods Project will not be forgotten.

Paul Tsongas 1941-1997

Paul Tsongas believed deeply in the lesson he found in Thoreau's *Walden*, that we are all inhabitants of this earth and part of this earth. In his own words: "Because Thoreau so beautifully articulated these ideas in this place, there are few places more sacred to the intellectual history of America—and, indeed, to the world as a whole. Walden Pond and Walden Woods are part of us—one of the best parts."

A dedicated member of the Senate, Presidential candidate, coauthor of the Alaska Lands Act, and active member of the Recycling Advisory Council, Senator Tsongas also committed his energy and resources to the preservation of Walden Pond and Walden Woods. In 1972 he was among those who worked to transfer oversight of Walden Pond to the Massachusetts Department of Natural Resources, a move that he believed placed the Pond "in the hands of those who knew how to nurture it and cared enough to do the job."

Senator Tsongas understood the relationship of Walden Woods to Walden Pond as a surrounding environment, protecting it and contributing to its meaningful ambience: "This land and this water are the site of values that have shaped the thinking of both world leaders and unnoticed citizens. There is greatness to the legacy of Henry David Thoreau, and Walden Pond speaks to our respect for that greatness, our need to keep it alive. We intend that they will be preserved."

Michael Kennedy 1958-1997

Michael Kennedy shared with Thoreau a philosophy of peaceful coexistence with nature. In his work as chairman of Citizens Energy Corporation, an organization providing energy assistance to the poor, he saw many countries rich in natural resources, yet devastated by economic and environmental exploitation and mismanagement. In part because of this experience, Kennedy came to believe that "activities that help the poor and that are in tune with nature can and must be conceived and achieved if we are to address the interrelated problems of poverty and environmental degradation."

Kennedy saw in Thoreau's life at Walden Pond not only an intellectual and spiritual retreat, but also a search for solutions. His leadership at Citizens Energy Corporation similarly sought remedies for our time and set an example of how commerce can work for the betterment of the community and the environment.

Kennedy reflected on our connection to the environment in our role as concerned citizens: "Trying to turn back the clock to a simpler time would be fruitless. We are required to work within the world in which we live, a world of commerce and consumption, hunger and hopelessness. Together, the members of the first and third worlds must forge a new community of man which respects nature and the basic needs of the individual. If we are successful in this effort, all humanity may someday share the simpler, truer life of which Thoreau spoke and perhaps find a bit of Walden in the world around us."



*vitis
labrusca*

"Do not hire a man who does your work for money,
but him who does it for love of it."

—Thoreau, "Life without Principle"

Walden Woods Project and Thoreau Institute

Don Henley, Founder

Staff

Kathi Anderson, Executive Director

Helen Bowdoin, Education Program Director

Bradley P. Dean, Ph.D., Media Center Director

Susan Glover Godlewski, Curator of Collections

Margaret Norton, Comptroller

Dan Schmid, Facilities Manager

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Joel Myerson

Daniel Shealy

Staff

Thomas S. Harris, Managing Director

Karen Kashian, Bookkeeper



Chokeberry

We are grateful to the following individuals and enterprises for their creative contributions to the design and construction of the Institute's buildings and grounds.

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Our special thanks to the National Endowment for the Humanities for the 1995 Challenge Grant award that has helped to make the Thoreau Institute a reality.

This Commemorative Book made possible through the kindness of:

Randall Conrad and Christine Dall—authors
 Abigail Rorer—botanical studies
 Jacobson Rost Marketing & Advertising, Sheboygan, Wisconsin—design and production
 Zimmermann Printing Company, Sheboygan, Wisconsin—printing and bindery
 L.A. Foil Stamping & Embossing, Inc., Wauwatosa, Wisconsin—embosser
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DIGITAL Congratulates the Thoreau Institute

*"Though I do not believe that a plant will spring up where no seed
has been, I have great faith in a seed. Convince me that you have
a seed there, and I am prepared to expect wonders."*

– Henry David Thoreau



DIGITAL and its employees are honored to participate in the seeding of the Thoreau Institute technology project. We will nurture these seeds as the Thoreau Institute delivers its mission of education and research. 🌱 Through the donation of equipment and the services of our employees, the legacies of Henry David Thoreau are being preserved on an information database and made accessible throughout the world by a variety of means – including the Internet. 🌱 Over the next year, we look forward to providing the highest-level support, Platinum Service, for the Windows NT computer infrastructure running on DIGITAL hardware at the Thoreau Institute. With this business critical support and contributions from DIGITAL and other firms, generations for years to come will benefit from the writings, articles and artifacts of Thoreau. 🌱 DIGITAL congratulates the Walden Woods Project and the Thoreau Society on the opening of the Thoreau Institute. We are proud to be part of this important historic event.

"Many go fishing all their lives
without knowing that it
is not fish they are after."

-Thoreau

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 10, 1997

REMARKS BY THE PRESIDENT
TO THE MARYLAND STATE LEGISLATURE

State Capitol
Annapolis, Maryland

11:20 A.M. EST

THE PRESIDENT: Thank you all for that wonderful reception. Thank you, Mr. Speaker, for what you said. Thank you, Senator Miller, for that 10-year walk down memory lane. (Laughter.)

It is true that when I met his mother I fell in love with her, even before I found out she had 10 kids. (Laughter.) It's not often you meet a person who can elect you if her family votes for you. (Laughter.)

Thank you, Governor Glendening, for your leadership here on so many issues. Lt. Governor Kathleen Kennedy Townsend, Attorney General Curran, Treasurer Dixon, my old friend, Comptroller Louie Goldstein. I was in the first grade when he became Comptroller. (Laughter and applause.) The walking argument against term limits, you know. It's amazing. (Laughter and applause.)

I'd like to thank so many members of your very distinguished congressional delegation for joining me today -- Senator Sarbanes, and Senator Mikulski; Representative Wayne Gilchrest, your Congressman; Representative Connie Morella; Representative Ben Cardin, Representative Al Wynn and Representative Elijah Cummings.

Now, I know that Ben was formerly the Speaker here, and that Al and Elijah and Connie and Senator Sarbanes were all members of this body. It kind of makes you wonder how Senator Mikulski and Congressman Gilchrest got elected to Congress. (Laughter.) It's obviously a good training program here. (Laughter.)

I'd like to thank the President of the Maryland State Board of Education, Christopher

Cross, for being here. When he worked for President Bush, he and I stayed up all night one night, writing the national education goals, which began the process which bring us to this point today. Thank you, sir, for being here. And I'd like to thank your State Superintendent of Education, Nancy Grasmick, for being here.

Then, there are two people who are not here, who are here with us in spirit, and I would like to ask that we all remember them today -- our good friend, Congressman Steny Hoyer and his late wife, Judy, who was one of the finest educators this state ever had. And I know we miss them today. Steny and his family are in our prayers, and we are grateful for the dedication of Judy Hoyer's life to the children and the people of Maryland.

I would also like to say I'm very glad to be here with two members of my Cabinet, Secretary of Education Dick Riley and the Secretary of Health and Human Services Donna Shalala. They have served our administration and, more importantly, the American people, exceptionally well, and I thank them for their presence here today. And when I finish talking, if you want anything else, call them.

(Laughter.)

I should also say, since Senator Miller mentioned it, that my college roommate, who lived on the Eastern Shore, Tom Kaplan, is here. And he's still my friend after all these years, which is either a great tribute to his patience or to the roots and values of the people of Maryland. So I'm glad he's here.

I wanted to come here today to talk in greater detail about the issues I discussed in the State of the Union that require us to prepare America for the 21st century. It is important that we gather here at this turning point in our history. It was, after all, in this state house that George Washington resigned his commission as General of the Continental Army. In fact, it was right down the hall in the Lieutenant Governor's Office that Thomas Jefferson wrote George Washington's words of resignation.

It was here that the Treaty of Paris was prepared and ratified, ending the Revolutionary War and beginning the greatest experiment in democracy and opportunity the world has ever known.

Just think what began here in this building. What an experiment it has been. All the turmoil we have survived -- the Civil War, the two world wars, the Cold War, the social upheaval -- all the triumphs of our country in civil rights and women's rights, the environmental movement, workers' rights, bringing in all the immigrants, the explosion in science and technology, the political, the economic, the social achievements of this country. What an incredible experiment it has been since the events of so long ago when the treaty ending the Revolutionary War was signed and ratified here.

At each step along the way, how did we keep growing, how did we overcome, how did

we work through, how did we reach higher? We always had responsible citizens. We were always able to come together as one country. And we were always driven by a clear vision.

I would argue to you that we are at another turning point today and we need responsible citizens, a united country, and a clear vision. We face a moment of peace and prosperity, and it gives us an extraordinary opportunity to actually decide what kind of future we want for America in the 21st century, and then go to work to build it. It is very important that we understand that such moments are extremely rare in our history.

We have perhaps had only one before. After World War II, we dominated the world economically. We were the most powerful country in the world militarily. We had some ability to decide our future and, thank goodness, we did the right thing with the Marshall Plan and rebuilding Europe and Japan, our former friends and our former foes. But we were constrained by the Cold War.

At the beginning of this century probably is the time most like this one when we entered the Industrial Era as a powerful and wealthy country at peace. But never have we been quite like this, as the world's only superpower, just completing four years where we produced more new jobs than at any other four-year period in our history, looking toward a world that is full of troubles, to be sure, but so full of explosive opportunities.

We have an incredible responsibility -- we in America and you in Maryland. Thanks to the leadership of your Governor, and the work that all of you have done, unemployment's at a six-year low, things are going well for you here. Your family incomes have risen to fourth in the nation. Your welfare rolls have dropped almost 25 percent since 1995. Student achievement has risen and more schools are meeting the high standards you have set. We are well positioned.

But it is a moment of choice. We cannot afford to squander this moment in complacency or division. That's normally what happens to people when they sort of get happy and satisfied. They get complacent or they fall out over little things. And this is not a time for us to squander in petty bickering or small ambitions. This is a time for us to build a new century.

We have to meet all the challenges we still have. There are still too many poor children in this country and too many lives of children being lost on the streets of America every day. There are still too many of our areas in our cities and isolated rural areas that have not felt the uplift of the economic recovery. We still have not balanced the budget. We still have not finished all the unfinished business of the Cold War. Not everybody who works hard is feeling the opportunities that are available in America. We have unfinished business.

Then we have new challenges that we have to face. We have to prepare for the aging of the baby boomers. I know I'm the oldest one; that's a self-interest plea here, I think. (Laughter.) We have to prepare for the aging of the baby boomers. We have to make sure that we're ready for this new worldwide competition. We have to meet the new security threats of the 21st

century, in terrorism and ethnic and religious and racial conflicts. We have to meet the new environmental challenges of the 21st century, most of which will be global in nature.

So there are challenges out there. But the most important thing is, there are staggering opportunities. More people will have more chances to live out their dreams than any people who ever lived in the history of the Earth if we do the right things. (Applause.) If we do the right things. (Applause.)

We have worked for the last four years essentially to try to make sure America works again, that we are functioning at a reasonable level of proficiency so that we can have the freedom to do that, to shape our future. And we changed the economic course of this country away from supply-side economics to investment economics, to move toward a balanced budget, to reduce the deficit, the interest rates, to expand our trade around the world and to invest in our people. The results have been good.

We've tried to move the debate over social policy in Washington away from rhetoric to reality, centered on families and communities. You've got now five years of declining crime. You've got the biggest drop in welfare rolls in history. You've got real efforts being made through the family leave law and other things to help people succeed in raising their children and in the workplace. We're in a position now to know what works and to know that we can have confidence that if we work together we can make a difference in assaulting our most profound challenges here at home.

We've tried to define the role of government away from the old fight that's dominated America almost ever since World War II, to say government is not the problem, government is not the solution; government's job is to create the conditions and give people the tools to solve their problems and make the most of their own lives. (Applause.)

So now we have this chance. And it's hard when you're not threatened by a foreign enemy to whip people up to a fever pitch of common, intense, sustained, disciplined endeavor. But that is what we must do, my fellow Americans. That is what we must do.

We are strong enough to shape a future that will take advantage of all this life-enhancing technology, of these new economic opportunities, of the new opportunities we have to build a structure of peace around the world, of the new opportunities we have to put the Information Age at the fingertips of the poorest, as well as the wealthiest children in our country, and we had better do this. Our children and our grandchildren will never forgive us if we blow this chance to make their future the best future -- (applause).

It is obvious that to prepare our people for the 21st century we will need a new, more far-reaching, deeper partnership in America. The era of big government is over, both because we can't go on running national deficits till the end of time and because the nature of our problems requires a different approach. But the era of big national challenges is far from over. It will

never be over. And the ones we face are very big, indeed.

National leadership can point the way. It can move barriers out of the way that have prevented our states, our cities, and our people from solving their own problems. But the real responsibilities of building this future are ones we all must bear together. I will do my part. I will do what I can to see that the national government does its part. But, in turn, you must work with me and with others to make sure that we seize this opportunity while we stand strong enough to do so.

Today I want to talk about two critical areas: giving our children the best education; and finishing the job of welfare reform, breaking the cycle of dependency, moving millions of more people from welfare to work. Taken together, these issues really are at the core of our national mission to prepare America for the 21st century.

Everyone must have the tools to succeed in the knowledge economy; that means education and training. Everyone willing to work hard with those tools must have a chance to do so. That means finishing the job of welfare reform. Education and welfare reform are about bringing all Americans to the starting line of the economy, then making sure all of them are ready to run the race. Our number one priority must be to ensure that America has the best education in the world. (Applause.)

I cannot add much to the statement we made so long ago in the National Education Goals seven years ago now, almost eight years ago. But my shorthand statement is every eight-year-old has to be able to read, every 12-year-old should be able to log on to the Internet, every 18-year-old should be able to go to college, and every adult American should be able to keep on learning for an entire lifetime. That should be our goal. (Applause.)

Because our future was at stake in the Cold War, we had a bipartisan foreign policy. Politics stopped at the water's edge. Well, now our future is at stake, in large measure depending upon whether we can give all of our people world-class education. Therefore, we must have a nonpartisan commitment to education, and politics should stop at the schoolhouse door in the 21st century. (Applause.)

It is not enough for members of Congress and members of the state legislatures and elected executives to embrace this commitment. Our businesses, our educators, our parents, all our citizens must make the same commitment. I'm gratified that you have a number of Maryland parents and teachers and businesspeople committed to education here today. I thank them for being here and I thank you for inviting them.

In my State of the Union address, I laid out a 10-point call to action for American education, which is embodied in this booklet. And I want to say just a few words about a number of issues today and then focus on one in particular. And I want to thank the State of Maryland for taking the lead in doing so many of the right things. A lot of you have worked with

The lessons that Thoreau taught us are as relevant now ^{don't change} ~~if not more so~~ ^{as} than they were during his lifetime. Now more than ever, we must not forget ~~for a moment~~ the endowment that nature entrusts us with -- the need to conserve our resources, learn from our land, ~~listen to the call of the wild~~ and protect the gifts we have been given. We must not forget for a moment the power of civil disobedience, exemplified by this century's greatest leaders: Dr. King, Ghandi, and Nelson Mandela, and the moral obligation we each have individually to stand up against injustice. We must not forget for a moment the value of self-reliance -- of following your own inner light -- to make the most of our own God-given potential. We must not for a moment relinquish our ties to the past, but realize their power in our future. We must reinforce the values that this country was founded on: freedom, opportunity, and responsibility. And we must uphold these ideals in the face of ~~the changing threats that are as new as the~~ ^{new challenges in a} new century.

As we approach the dawn of the new millenium, we have an enormous opportunity before us. As a nation we must ensure that our unique and vibrant cultural life flourishes in the new century and that our rich history is treasured and preserved. It is our challenge to imagine the future in a way that honors our past ~~but~~ does not chain us to its darkest moments. Are we doing what we should be doing to prepare this country for a new century, to widen the circle of opportunity, to strengthen the bonds that unite us together, to reinforce our values, to make our freedom mean more in the future?

To answer these questions, we must heed Thoreau's call. We must "settle ourselves, and work and wedge our feet downward through the mud and slush of opinion and prejudice. . . till we come to a hard bottom and rocks in place, which we can call reality." Those rocks and these woods surrounding us, are the cornerstones of this nation. They symbolize ^{height of our} ~~our~~ convictions, ^{strength of our} ~~our~~ hopes, and our potential. ^{or possibilities} ~~some breadth of our~~

While we ^{back} ~~are~~ in a sunlit time of peace and prosperity, we are also at a point of departure into a new future, with a new economy, new technology, ^{potential dangers and expanding potential} opportunities. By preserving this land we ensure that future generations will continue to be inspired and guided by the ideals, the values, and the thirst for knowledge that are at our ~~beginning~~ core. We are giving all of our people, especially our children, what they will need to realize their dreams and our ever-unfolding destiny as a nation. Let us take the time to ~~preserve~~ ^{conserve} what makes us strong, knowing that these fundamentals will transcend into the unknown of tomorrow.

6/3/98 6:30

PRESIDENT WILLIAM J. CLINTON
THOREAU INSTITUTE OPENING
JUNE 5, 1998

Acknowledge: HRC; Don Henley; Kathi Anderson;

^{would} I'd like to thank Don for inviting us to be here today and ^{thank for her} for Kathi's work in making sure it all happened. Last Fall, I invited ^{Don} him the White House and awarded him with the National Humanities Medal, an award given to small number of men and women who keep the American memory alive and infuse the future with new ideas. Being here today -- seeing the fruits of Don's labor -- only XXXXX ^{this efforts} ~~He has done his job~~ to preserve a profoundly significant part of our legacy ~~as a larger part of his passionate commitment to preserving our environment and our natural heritage.~~ ^{reflect}

I would like to recognize the National Endowment to the Humanities for it's committment to Walden. The NEH grant has stimulated contributions from individuals, corporations, and foundations -- all working together to bring this Institute to fruition.

^{if you mention JFK, then I would quote him} President Kennedy once said he looked forward to an America that raised the standards of artistic achievement and enlarged cultural opportunities for all citizens. The NEH has brought us much close to realizing that vision. With the support of so many people -- and many of you -- we ~~can~~ celebrate our capacity for individual expression and common understanding; ~~and we can~~ rejoice in our nation's thriving ~~and growing~~ diversity; ~~we~~ ^{and we} take pride in the power of imagination that animates our democracy.

In every community across America, we must make sure to mark the millennium by renewing our commitment to the arts and humanities. We are and always will be a nation that supports our artists and scholars. That is our heritage --and it must be our gift to the future.

As I stand here today, surrounded XXXX, I am struck by the magnanimous beauty of this place. The harmony of all things living, the necessity to renew our energy, the ~~divinity~~ ^{diviness} of living ^{something else, I'm not sure what.} simply and the importance of self reliance are the lessons of nature. We don't come to Walden ~~simply~~ to get away from the outside world -- ~~we~~ we come to Walden to obtain greater understanding of the society in which we live.

I would like to add to what Hilary has already addressed -- ~~the~~ the need to save America's national treasures. This institute is a gift to our future in so many ways. Millions of people will learn from it's artifacts, be inspired by it's beauty, gain insight from it's teachings and celebrate it's wonder. By preserving the tangible treasures of Thoreau, we will perpetually give to our children and our children's children the immeasurable gift of his mind, his spirit, his philosophy, and his vision for society. The intellect of Henry David Thoreau is a national treasure; and this institute will help secure his place in the heart ^{American} and mind for centuries to come.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 7, 1998

REMARKS BY THE PRESIDENT
TO MAYORS CONFERENCE ON PUBLIC SCHOOLS

The East Room

3:10 P.M. EST

THE PRESIDENT: Thank you very much. Mr. Mayor, Secretary Riley, thank you for your outstanding work. And I'd like to thank Attorney General Reno and Secretary Slater, Secretary Herman, Secretary Glickman for also coming, along with James Lee Witt, our FEMA Director. I'd like to thank Mickey Ibarra and Lynn Cutler for the work that they do and all the other members of the White House staff, and say a special word of welcome to Senator Kennedy and Congressman Martinez, about whom I'll say more in a moment.

I'm sorry if I cost Mayor Helmke any votes in the Republican primary. It is his great misfortune to have been my friend for a long time. But surely, whatever he lost he got back by outing me as a law school truant today. I hope he has recovered all that lost ground. Unfortunately, it's true.

Because this is my only opportunity to appear before the press today, before I get into my remarks about education I would like to make a few important comments about the peace process in the Middle East.

First, I think it's important in the temporary frustration of the moment not to forget what Israelis and Palestinians have accomplished in just the past few years: the peace agreement signed here in September of 1993, based on the Oslo Accords, the agreement over Hebron, continuing in very open dialogue, an unprecedented amount of security cooperation. What we are trying to do now is simply to regain the momentum that has been lost in the past few months -- not by imposing our ideas on anyone, because only the parties can make decisions that will affect the lives they have to live, their security and their future.

What we're searching for is common ground to achieve what Prime Minister Netanyahu asked us to pursue a year ago, the start of accelerated permanent status negotiations. It's important not to forget that. We are not talking about a final agreement between the Palestinians and the Israelis. What we're talking about what kind of agreement can they make within the framework of their previous agreements that will get them into discussing all the difficult issues

that would allow them to wrap this up, hopefully on time, by the end of May next year -- which was the timetable established in the Oslo Accords.

Secretary Albright, I believe, made some real progress in London. Both Prime Minister Netanyahu and Chairman Arafat were seriously constructive. They discussed a set of ideas that we believe are necessary to get into those final status talks.

Prime Minister Netanyahu has asked us to send our Special Envoy, Dennis Ross, back to the region to pursue creative ways to make our ideas acceptable to both sides. He leaves later today with my instruction to literally go the extra mile, to seize this opportunity for peace, to launch the final status talks.

The Prime Minister and I agreed to try to do this a year ago, and we're going to do our best. I do not want to minimize the difficulties. Both sides have to make very hard decisions if we're going to keep moving forward. But the prize is a just and lasting and secure peace, and the prize can be attained. We're going to do everything we can to make it a reality.

Now, let me say what I said to you before when I was asked to appear before this conference. I applaud the mayors for holding this meeting on education. You have done an enormous service to the country by being here and by putting this document out. You can lead the way to a revolution of high standards and high expectations, of genuine accountability and real choice in education. And I believe you are determined to do so.

In the past few years, a lot has been done by dedicated teachers, fine principals, supportive parents, other committed reformers, and our students. But all of us know we have a lot more to do. We know that we have the world's best system of higher education, and we've taken unprecedented steps to open the doors of college to all Americans. We're moving forward on other levels, as well.

Tuesday, the United States Senate passed 91 to 7 a bill that articulates the principles that I set out five years ago in my proposed G.I. Bill for America's Workers. I think all educators know that we have to create a system of lifetime learning in America. Everybody has got to be able to go back to school throughout their lifetime. Indeed, one of the most important provisions in the balanced budget was that which provided a HOPE Scholarship tax credit of \$1,500 a year for first two years of college, and continuing tax credits for other forms of education for people of any age when they have to go back to school.

What this G.I. Bill will do, this present legislation that the Senate passed, is to untangle and streamline the current large number of government programs on job training so that workers can get a simple skill grant to choose the training they need. That is very important.

But everyone knows we still have a lot of work to do in our public schools. Our public schools, for generations, have taught our children not only how to read and write, but what it means to be an American. And they have embodied the principle that everyone ought to have a fair and equal chance to live out their dreams. We know we have to strengthen them to do their

job for the 21st century. As I said, there is a lot to be proud of. It's important to remember -- and I think the evidence will show -- that since the issuance of the National At Risk report in 1983, dedicated teachers, visionary principals, committed students and involved parents have accomplished a lot. But a lot needs to be done.

Our schools are still not giving our children, particularly our children who come in from the most difficult circumstances that Mayor Helmke discussed, the best education in the world. And, therefore, I really thank you for this action plan. It reflects the lessons that have been learned in communities across America. It reflects the goals I have sought to advance, that Secretary Riley has worked his heart out on for more than five years now.

And I think it's worth mentioning what they are. Every child in every community must master the basics with national standards in reading and math. Every child must have the chance to learn in small classes, especially in the early grades. That's why I proposed a national effort to hire 100,000 more teachers and distribute them in a way that will enable us to get average class size down to 18 in the first three grades. Every child should have more public school choice and the opportunity to learn in a modern, safe, state-of-the-art school. No child in any community, in my opinion, should be passed from grade to grade, year after year, without mastering the material. I believe that those things are principles that if they were real in every school in America would strengthen education dramatically.

I've often said, based on my own personal experience, that there's no education problem anywhere in America that hasn't been solved by somebody somewhere in America. We have to do more, all of us, to shine a spotlight on reforms that work at the local level and then to encourage people to embrace other people's changes.

You know, our founding fathers set up the states as laboratories of democracy. That was a phrase used by James Madison and by other founders. And in so many ways, they are. I used to say when I was a governor I was much more proud of being the second state to do something than to be the first state to do something, because if we were the second state to do something it meant we were paying attention to the laboratories and we weren't embarrassed to take somebody else's good idea if it would help our people.

I think today, more than any other single group of people, the mayors embody that spirit, and this report that Secretary Riley is issuing today called, Turning Around Low Performing Schools, shows that, number one, it can be done, and shows what is done. Let me just show it to you. Dick just gave me a copy of it before I came in.

I hope this will be read by every mayor, every governor, every school superintendent in the entire United States of America. If nothing else, it will give people to know that no matter how difficult their problems are things can get better, much better. And I hope that others will be as unashamed as I was when I was a governor to take other people's ideas. It's okay to give them credit, but the main thing you need to do is to take them.

When parents and teachers take responsibility, asking more of themselves, their children,

and their leaders, you can replace triumph -- you can replace failure with triumph. That's what this report shows. It shows that no school is a lost cause and that no child is a lost cause.

A lot of you have been kind and generous and open-minded enough basically to embrace and elevate the remarkable experiment launched by Mayor Daley in Chicago. They looked at their schools -- they saw low test scores, high dropout rates, students literally earning diplomas who couldn't read them. But instead of walking away, they went to work. Chicago ended social promotion, but Chicago also gave more after-school opportunities, had mandatory summer school for children who did not pass from grade to grade, and we now see, in addition to a lot of other changes, including far more involvement by parents school by school -- we now see high standards and uncompromising excellence coming back into the classrooms of that city.

And I have been in the Chicago schools, I believe three times in the last couple of years - - I was just there recently -- and it is truly amazing.

The thing that has moved me most, I think, was we were at a school -- not the last time there, but the time before last -- in which there were lots of parents there who had clearly rejected the notion that the worst thing for their child's self-esteem was being forced to go to summer school or forced to repeat a grade. They understood that by the time they were 30 years old, if they couldn't fill out a job application or read it in the first place, that would do far more damage to their self-esteem than having to spend a few more months learning. And that was a terrific achievement. And I think you deserve a great deal of credit for it. And I thank you for what you've done.

I believe we have to use standards in testing to identify children who are failing to learn, to make sure they get the extra help they need. I believe that we have to say to every student that America cares about you, America believes in you whether you believe in yourself, or not, right now; but it is our fundamental value in education that you must learn in order to be certified as a learner.

Let me also say, I think we have to say that it is absolutely wrong to go about this business of saying you're going to social promotion, or have testing with standards, and then not do what it takes to bring the children up to speed. It would be wrong to do this without giving those after-school opportunities, without providing those tutorial opportunities, without providing those summer school opportunities.

And I want to say -- I see Sandy Feldman here -- I want to say that I think that the teachers of this country will lead the way on this if they believe that the kids are going to get the long-term support they need to be held to the high standards. And I think the leaders of the AFT and the NEA feel that way and I think local teachers in every school throughout this country feel that way.

No one wants to be a part of a failing enterprise, especially when the stakes are the highest they could possibly be -- the future of our children. And if you look at these two things, if you say, okay, we know this can be done and everybody wants to do it, then the only

remaining question is what do we have to do and why aren't we doing it. And I see now more and more cities responding to this call -- Boston, Cincinnati, Long Beach, Rochester, Washington, New York, Philadelphia, are all taking steps to end social promotion. I've been in many of the schools in cities that are here in this audience represented, and I know that there are people working to take the kind of responsibility for transforming their schools.

Now, if you're going to do that we have a responsibility to help. As Paul said, there are some disputes about what the role of the national government should be as opposed to the states as opposed to the local level. I think it's important to put on the table first that the federal government's role in education has always been somewhat limited. It's less than a dime on the dollar of the education money. That means that we should focus on what works, on national priorities, and on helping schools that need the most help because they have the least ability to provide for the needs of their people.

We also ought to focus on those that manifest a desire to do the right thing. If you know what works, you ought to reward that. That's why I have proposed a network of what we call Education Opportunity Zones. Today, Senator Kennedy, Congressman Clay, and others, and Mr. Martinez, thank you for being here, will introduce legislation to create these zones all across America.

They will target poor urban and rural communities, where schools are often in crisis. They will spread reforms that work. You get the benefit of these zones if you're prepared to end social promotion, impose higher standards, recognize good schools, turn around failing ones, give parents public school choice, reward outstanding teachers, help those who are having trouble, remove those who cannot make the grade, and make sure that all children get the help they need through after-school tutoring and summer school.

This bill should be supported by everyone in both parties who cares about children and who cares about turning around failing schools. It is the only way we can offer opportunity to, and demand responsibility from, all the children in all of our communities all across America.

I think one of the most interesting things -- I asked for a report before I came out here about the cities that are working in environments where they don't have the level of direct control that the mayor enjoys in Chicago, and I got a good report on what some of you are doing in various cities. And the only thing I would say about that is that, either through a cooperative process or in some other way, in the end someone has to have the ability to make a decision and make it stick. Someone has to have the ability to make a decision. We don't make those decisions in Washington. We can create a framework; we can create opportunities; we can give money; but in the end, if a change has to be made, there has to be someone who can make the change.

I've already said that I believe -- and I strongly believe -- there's enough evidence of what works that if we get the people together at the local level, you can create an environment in which that's happening. But the mayors, even if they don't directly control the schools, have to be willing to speak up and say that this is not being done if it's not being done. You are the only

people who can do that. You are still the single voice of your cities.

And I have now spent hours and hours and hours looking at the Chicago experiment. I have spent no little amount of time on several other school systems, including some represented in this room, and I honestly believe that in the end, if no one can make a decision, and they can always bat authority back and forth, and no one can be held accountable, and no one's willing to be responsible for what doesn't work as well for what does, it's going to be very tough.

So we'll do our best to push this bill. I hope you'll help us pass it. I think it will really support what you're trying to do. But you know as well as I do, that if we have a value of no social promotion, if we have a value that says ever child can learn, if we're trying to propose what works, in the end someone has to be able to take responsibility for making that decision.

Now, let me say that we've got a comprehensive education agenda in the Congress, as all of you know. We're trying to get the funds to aid for school construction and school repair. Many of our cities have average age of their school buildings over 65 years. Many of our other cities have huge numbers of children going to school in trailers every day. I hope we can pass the construction bill. I hope we can pass the smaller classes.

We're doing our best to get full authorization for America Reads, to continue our work to help you hook up all the classrooms and libraries in the country to the Internet by the year 2000, to continue our struggle for national standards, including the tests in reading and math at the fourth and eighth grade.

We have made some progress on some of these issues in Congress. We may have a chance to talk about that in the question and answer period, but so far we have not been able to persuade the Congress to embrace the smaller class sizes, the modernized schools, the more teachers, the higher standards. We're going to keep working to do that. I want to ask Congress to join with the mayors across party lines to do what is right for our children in the 21st century.

You have set an example -- all of you, without regard to party -- who have put your children first. And just remember this, I had a meeting with the head of the Federal Reserve Board, Alan Greenspan, a couple of days ago. And he said -- it was really interesting -- he said, you know, it's hard to be sure about everything that's going on in this economy, but one thing is absolutely clear: it is now being powered by ideas. We live in an economy of ideas. You have more wealth growth on less density of physical product than ever before in human history and the trend will continue unabated. That means all the opportunities of tomorrow are those that are in the minds of our children waiting to be brought out.

You recognize that and together we have to bring them out. Thank you very much.

END

3:35 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 9, 1998

REMARKS BY THE PRESIDENT
AT MILLENNIUM EVENING/WETA IN-PERFORMANCE

The East Room

7:28 P.M. EST

THE PRESIDENT: Thank you very much. At the dawn of a new millennium, one of our greatest challenges is to make the most of our unbelievable cultural diversity. Tonight, we will see a very dynamic illustration of the value of this diversity. We'll celebrate the creative fusion of styles that is American dance.

Our culture has always been nourished by many streams. Even those who arrived on our shores with only the clothes on their backs have brought their rich cultural traditions. These traditions have merged in serendipitous ways, giving rise to uniquely American forms.

Nowhere is this more apparent than in the aggressive, expressive flow of American dance. Tonight, we'll see several generations of dancers -- several generations -- demonstrate four evolving dance forms. As Hillary said, we'll see tap, Irish step --for the Irish here -- the Lindy and jazz. We'll see a dance heritage that is diverse as our people. We'll see the historians and the rhythms of cultures all around the world. We'll see the longing, the adventures, the joys of the American experiment at work.

Our emcee and guide tonight is a young man whom Gregory Hines, no slouch himself at dancing, called "the greatest tap dancer of all time," Savion Glover. Savion, take it away.

* * * * *

Thank you. How long do you think it would take to learn that? What a remarkable, wonderful evening you've given us all, a wonderful example of the rich cultural treasures we all carry forward with us into this wonderful new millennium. Thank you, Sevan. Thank all the dancers who are here tonight. I got an aerobic workout just watching.

And we certainly can't forget the great musicians. Let's give them a hand. Come on. One thing we know is that playing this instrument is good for the heart. Thank you, thank you all for joining us and good night. Bless you. Thank you.

END

8:54 P.M. EST

E WHITE HOUSE

Office of the Press Secretary

For Immediate Release

January 17, 1997

REMARKS BY THE PRESIDENT
AND SENATOR ROBERT DOLE
AT PRESENTATION OF MEDAL OF FREEDOM
TO SENATOR DOLE

The East Room

10:33 A.M. EST

THE PRESIDENT: Thank you very much, General Woerner, for your kind words and for your fine work. I thank you on behalf of all Americans for all the American Battle Monuments Commission does all around the world to ensure that our fallen heroes receive the honor they deserve.

Mr. Vice President, to the members of the Cabinet, Senator and Mrs. Dole and Robin, Majority Leader Lott and many members of Congress who are here today; to the representatives of the veterans service organizations, the members of the American Battle Monuments Commission, my fellow Americans:

Let me begin by thanking Congresswoman Marcy Kaptur, Governor Hugh Carey, Commissioner Wheeler, Dr. Williams, my good friend, Jess Hay, and all the members of the American Battle Monuments Commission, and the World War II Memorial Advisory Board for their efforts to create the first national memorial to all who served in World War II. I want to congratulate also Professor St. Florian and his team on their design. I have reviewed it and it is very impressive.

The World War II Memorial will commemorate one of the great defining passages in our nation's history. Fittingly, it will be flanked by the Washington Monument and the Lincoln Memorial. For if the Revolutionary War marks the birth of our republic, and the Civil War its greatest trial, then surely America's triumph in World War II will forever signal our coming of age. Roused by the threat of tyranny and fascism, provoked by an infamous attack, millions of Americans fought under freedom's flag, carrying it to far-off places whose names still stir our souls.

At home, our nation turned as one to the task of building a mighty arsenal for our

democratic warriors. Out of the crucible of global conflict and total war, the greatest struggle humankind has ever known, America emerged as the world's most powerful force for peace and freedom and prosperity. With this memorial we pay lasting homage to the 16 million men and women who took up arms in that battle.

Some of the bravest among them were those who fought for freedom themselves were denied. Earlier this week I had the chance to recognize the extraordinary courage of seven African American soldiers with the nation's highest military honor -- an award that was richly deserved as long as it was overdue. But I say today that we owe them and all the veterans of World War II a debt that can never be fully repaid. As I said, and had the honor to say in Normandy, when they were young they saved the world.

This memorial also quite rightly remembers the heroics and hardships of those on the home front. Many of the families who started the war with a star in the window ended it with sorrow in their hearts, their loved ones lost forever. But our Americans scrimped and saved, making do with three gallons of gas a week and two pair of shoes a year. With the American Red Cross they worked to tend the wounded and send millions of care packages overseas. They ran the factories -- "manned" in many cases by women -- that churned out the planes, the tanks, the ships that enabled the allies to control the land, the air and the sea.

In war, this generation of heroes summoned the collective resolve to defend our most cherished values and to defeat the most fearsome enemies. In peace they came home and drew on that strength and unity to meet the challenges of a new era. Their leaders did not seek to withdraw from the world, but to build alliances and institutions, to promote our prosperity and to secure our victory in the long Cold War. This memorial will stand as a lasting tribute to what Americans can achieve when they work together.

It is especially appropriate at this time that we also honor the remarkable service of one of our nation's most distinguished World War II veterans who has spent the last 50 years of his life building America and a better world, Senator Bob Dole.

Fifty-one years ago, during a fierce fight in Italy's Po Valley, Second Lieutenant Bob Dole was going to the aid of a fallen comrade when a shell struck him down. He would bear the burden of that terrible injury from that day forward. His recuperation was long and uncertain. Yet Senator Dole turned adversity to advantage and pain to public service, embodying the motto of the state that he loved and went on to serve so well: *Ad astra per aspera* -- to the stars through difficulties.

Son of the soil, citizen, soldier and legislator, Bob Dole understands the American people, their struggles, their triumphs and their dreams. Through five decades of public service that took him from county attorney to Senate Majority Leader, and the longest serving leader of his party in history, he never forgot his roots in Russell, Kansas. He has stood up for what he believed, championing the interests of his state's hard-working farmers, helping the disabled through leading the way to the Americans with Disabilities Act, extending the Voting Rights Act, playing a key role in the National Commission on Social Security Reform, and always,

always supporting the leadership of our country -- first, throughout that long twilight struggle of the Cold War, and now in this new era, reasserting America's indispensable role for peace and freedom, security and prosperity.

In times of conflict and crisis, he has worked to keep America united and strong. In this city often known for taking itself too seriously, we are all better for his fine sense of humor. But our country is better for his courage, his determination, and his willingness to go the long course to lead America.

I am pleased to be able to recognize Bob Dole's record of achievement with the highest honor our nation can bestow on a citizen, the Presidential Medal of Freedom. Through it, we honor not just his individual achievement, but his clear embodiment of the common values and beliefs that join us as a people -- values and belief that he has spent his life advancing.

Senator Dole, a grateful nation presents this award, with respect for the example you have set for Americans today and for Americans in generations yet to come.

I now ask the Military Aide to read the citation.

Major, post the orders.

(The citation is read.) (Applause.)

SENATOR DOLE: I, Robert J. Dole -- (laughter and applause) -- do solemnly swear -- sorry, wrong speech -- (laughter). But I had a dream -- (laughter) -- that I would be here this historic week receiving something from the President -- (laughter) -- but I thought it would be the front door key. (Laughter).

Mr. President, Mrs. Clinton, Mr. Vice President, and distinguished guests, no one can claim to be equal to this honor, but I will cherish it as long as I live, because this occasion allows me to honor some others who are more entitled.

And I'm looking at a fellow soldier, Sergeant Carafa (phonetic). He helped me a long time ago. And at every stage of my life, I've been a witness to the greatness of this country. Even playing a small role, I have seen American soldiers bring hope and leave graves in every corner of the world. I have seen this nation overcome Depression and segregation and communism, turning back mortal threats to human freedom. And I have stood in awe of American courage and decency, a virtue so rare in history and so common in this precious place.

I can vividly remember the first time I walked into the Capitol as a member of Congress. It was a honor beyond the dreams of a small town. I felt part of something great and noble. Even playing a small role seemed like a high calling, because America was the hope of history. And I have never questioned that faith in victory or in honest defeat. And the day I left office it was undiminished.

I know there are some who doubt these ideals. And I suspect they are young men and young women who have not been adequately taught them. So let me leave a message to the future. I have found honor in the profession of politics. I have found vitality in the American experiment. Our challenge is not to question American ideals or replace them, but to act worthy of them.

I have been in government at moments when politics was elevated by courage into history -- when the Civil Rights Act was passed; when the Americans With Disabilities became law. No one who took part in those honorable causes can doubt that public service at its best is noble.

The moral challenges of our time can seem less clear, but they still demand conviction and courage and character. They still require young men and women with faith in our process. They still demand idealists captured by the honor and adventure of service. They still demand citizens who accept responsibility and who defy cynicism, affirming the American faith and renewing her hope. They still demand the President and Congress to find real unity in the public good.

If we remember this, then America will always be the country of tomorrow, where every day is a new beginning and every life is an instrument of God's justice.

Mr. President, Mr. Vice President, Mrs. Clinton, Elizabeth and I join me in wishing you and Mrs. Clinton, Vice President and Mrs. Gore all the best as you embark on your second term. May God bless you and each inhabitant of this house, and may God bless America. (Applause.)

END

10:45 A.M. EST

The Life and Times of Henry D. Thoreau

By Elizabeth Hall Witherell, with Elizabeth Dubrulle

THOREAU'S EARLY YEARS

Henry Thoreau was born in 1817 in Concord, where his father, John, was a shopkeeper. John moved his family to Chelmsford and Boston, following business opportunities. In 1823 the family moved back to Concord where John established a pencil-making concern that eventually brought financial stability to the family. Thoreau's mother, Cynthia Dunbar, took in boarders for many years to help make ends meet. Thoreau's older siblings, Helen and John, Jr., were both schoolteachers; when it was decided that their brother should go to Harvard College, as had his grandfather before him, they contributed from their teaching salaries to help pay his expenses, at that time about \$179 a year.

Harvard put heavy emphasis on the classics--Thoreau studied Latin and Greek grammar or composition for three of his four years. He also took courses in mathematics, English, history, and mental, natural, and intellectual philosophy. Modern languages were voluntary, and Thoreau chose to take Italian, French, German, and Spanish. He was never happy about the teaching methods used at Harvard--Ralph Waldo Emerson is supposed to have remarked that most of the branches of learning were taught at Harvard, and Thoreau to have replied, "Yes, all of the branches and none of the roots"--but he did appreciate the lifelong borrowing privileges at Harvard College Library for which his degree qualified him.

ASPIRING WRITER

He returned to Concord after his graduation in 1837 and took up the profession of teaching, first at the district school and then in a school he opened with his brother John. He had already begun to think of himself as a writer, however, and when he and John had to close their school in 1841 Thoreau accepted an offer to stay in with neighboring Emerson's family and earn his keep as a handyman while he concentrated on his writing.

Thoreau knew himself to be a writer from the time he graduated from Harvard. He had begun keeping a journal in 1837 and had probably started writing poetry earlier than that; he also wrote and published essays and reviews. He soon found, however, that he would have to earn his living in some other way.

GETTING A LIVING

For a steady income, he relied on two sources: the family pencil business and his own practice as a surveyor. The Thoreau family became involved in manufacturing pencils in the 1820s, and Thoreau used his talent as an engineer to improve the product. He invented a machine that ground the plumbago for the leads into a very fine powder and developed a combination of the finely ground plumbago and clay that resulted in a pencil that produced a smooth, regular line. He also improved the method of assembling the casing and the lead. Thoreau pencils were the first produced in America that equaled those made by the German company, Faber, whose pencils set the standard for quality. In the 1850s, when the electrotyping process of printing began to be used widely, the Thoreaus shifted from pencil-making to supplying large quantities of their finely ground plumbago to printing companies. Thoreau continued to run the company after his father's death in 1859. Characteristically, Thoreau put

the business letters and invoices associated with the company to a second use as scrap paper for lists and notes, and drafts of his late unfinished natural history essays.

Thoreau taught himself to survey; he had, as Emerson noted in his eulogy, "a natural skill for mensuration," and he was very good at the work. In addition to working for the town of Concord, he surveyed house and wood lots around Concord for landowners who were having property assessed and those wanting to settle boundary disputes with their neighbors. In 1859, he was hired by a group of farmers who filed suit against the owners of the Billerica Dam, claiming that the dam raised the water level in the river and destroyed the farmers' meadow lands. To help support the claim, Thoreau collected evidence from many sources. He interviewed people with long experience of the river, took extensive measurements of the water level at various points along its course, and inspected all of the river's bridges. He recorded his findings in a large chart and transferred appropriate information to an existing survey of the river that he had traced. The dispute was a bitter one, arousing ill-feeling in the town: Thoreau reported in his Journal that one of those he interviewed testified in court that the river was "dammed at both ends and cursed in the middle."

He also collected specimens for Louis Agassiz, who had brought the study of natural history to Harvard after Thoreau graduated, but he was not compensated for this work. He lectured several times a year at lyceums and private homes from Maine to New Jersey. These lectures were important in his process of composition--most of the ideas and themes in his essays and books were first presented to the public in lectures--but they were not lucrative.

In 1847, responding to a request from the secretary of his Harvard class, he described his various employments: "I am a Schoolmaster--a Private Tutor, a Surveyor--a Gardener, a Farmer--a Painter, I mean a House Painter, a Carpenter, a Mason, a Day-Laborer, a Pencil-Maker, a Glass-paper Maker, a Writer, and sometimes a Poetaster." He generalized about the advantage of making just enough money to supply his limited needs in the essay "Life without Principle": "Those slight labors which afford me a livelihood, and by which it is allowed that I am to some extent serviceable to my contemporaries, are as yet commonly a pleasure to me, and I am not often reminded that they are a necessity" (*Reform Papers*, p. 160).

TRANSCENDENTALISM

Thoreau and the Transcendentalist movement in New England grew up together. Thoreau was nineteen years old when Emerson published *Nature*, an essay that articulates the philosophical underpinnings of the movement. Transcendentalism began as a radical religious movement, opposed to the rationalist, conservative institution that Unitarianism had become. Many of the movement's early proponents were or had been Unitarian ministers, Emerson among them.

They had found Unitarianism wanting both spiritually and emotionally, and, beginning in the late 1820s, had expressed the need for and conviction of a more personal and intuitive experience of the divine, one available to every person. "The foregoing generations beheld God and nature face to face;" wrote Emerson in *Nature*, "we, through their eyes. Why should not we also enjoy an original relation to the universe? Why should not we have a poetry and philosophy of insight and not of tradition, and a religion by revelation to us, and not the history of theirs?"

The Transcendentalists assumed a universe divided into two essential parts, the soul and nature. Emerson defined the soul by defining nature: "all that is separated from us, all which Philosophy distinguishes as the NOT ME, that is, both nature and art, all other men and my own body, must be ranked under this name, NATURE." A belief in the reliability of the human conscience was a fundamental Transcendentalist principle, and this belief was based upon a conviction of the immanence, or indwelling, of God in the soul of the individual. "We see God around us because He dwells within us," wrote William Ellery Channing in 1828; "the beauty and glory of God's works are revealed to the mind by a light beaming from itself."

This conviction of immanence enabled Thoreau to write, in "Civil Disobedience," "the only obligation

which I have a right to assume, is to do at any time what I think is right," and it supported his intense and particular interest in nature, in which the divine force is also revealed" (*Reform Papers*, p. 65). As a reflection of God, nature expressed symbolically the spiritual world that worked beyond the physical one. Transcendentalism can be seen as the religious and intellectual expression of American democracy: all men had an equal chance of experiencing and expressing divinity directly, regardless of wealth, social status, or politics.

Initially because of Emerson's presence, Concord was a significant intellectual and cultural center in Thoreau's time. Nathaniel Hawthorne and Bronson Alcott lived there, as did William Ellery Channing the Younger. Margaret Fuller visited Emerson often, and Franklin Sanborn boarded with the Thoreau family in the 1850s. Theodore Parker, George Ripley, Thomas Wentworth Higginson, and Horace Greeley were also members of the circle of friends.

Thoreau was respected within this circle, but he was always a prickly individualist. He cared little for group activities, whether political or religious, and even avoided organized reform movements until the moral imperative of abolition commanded his attention. In eulogizing Thoreau, Emerson said "there was somewhat military in his nature, not to be subdued, always manly and able, but rarely tender, as if he did not feel himself except in opposition."

INDIVIDUALISM

In "Civil Disobedience," Thoreau expressed his belief in the power and, indeed, the obligation of the individual to determine right from wrong, independent of the dictates of society: "... any man more right than his neighbors, constitutes a majority of one . . ." (*Reform Papers*, p. 74). While many of his contemporaries espoused this view, few practiced it in their own lives as consistently as Thoreau. Thoreau exercised his right to dissent from the prevailing views in many ways, large and small. He worked for pay intermittently, he cultivated relationships with several of the town's outcasts, he lived alone in the woods for two years, he never married, he signed off from the First Parish Church rather than be taxed automatically to support it every year.

Thoreau encouraged others to assert their individuality, each in his or her own way. When neighbors talked of emulating his lifestyle at the pond, he was dismayed rather than flattered.

I would not have any one adopt *my* mode of living on any account; for, beside that before he has fairly learned it I may have found out another for myself, I desire that there may be as many different persons in the world as possible; but I would have each one be very careful to find out and pursue *his own* way, and not his father's or his mother's or his neighbor's instead. The youth may build or plant or sail, only let him not be hindered from doing that which he tells me he would like to do. It is by a mathematical point only that we are wise, as the sailor or the fugitive slave keeps the polestar in his eye; but that is sufficient guidance for all our life. We may not arrive at our port within a calculable period, but we would preserve the true course. (*Walden*, p. 71)

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.
(*Walden*, p. 326)

Thoreau also believed that independent, well-considered action arose naturally from a questing attitude of mind. He was first and foremost an explorer, of both the world around him and the world within him.

Be a Columbus to whole new continents and worlds within you, opening new channels, not of trade, but of thought. (*Walden*, p. 321)

Thoreau's celebration of solitude was a natural outgrowth of his commitment to the idea of individual action. His neighbors frequently saw him heading out for his regular afternoon walk which took him to every stream and meadow in Concord and the surrounding towns. Contemporaries attest that Thoreau

was gregarious, and he left an extensive correspondence which demonstrates the depth and perseverance of his friendships. And although he had many visitors at Walden, much of the time he was alone, a condition he savored.

I never found the companion that was so companionable as solitude. (*Walden*, p. 135)

The man who goes alone can start to-day; but he who travels with another must wait till that other is ready. (*Walden*, p. 72)

MATERIALISM

Allying himself with an ancient tradition of asceticism, Thoreau considered the ownership of material possessions beyond the basic necessities of life to be an obstacle, rather than an advantage. He saw that most people measured their worth in terms of what they owned, and stood this common assumption on its head.

I see young men, my townsmen, whose misfortune it is to have inherited farms, houses, barns, cattle, and farming tools; for these are more easily acquired than got rid of. Better if they had been born in the open pasture and suckled by a wolf, that they might have seen with clearer eyes what field they were called to labor in. (*Walden*, p. 5)

A man is rich in proportion to the number of things which he can afford to let alone. (*Walden*, p. 82)

Thoreau proposed to determine what was basic to human survival, and then to live as simply as possible.

By the words, *necessary of life*, I mean whatever, of all that man obtains by his own exertions, has been from the first, or from long use has become, so important to human life that few, if any, whether from savageness, or poverty, or philosophy, ever attempt to do without it. (*Walden*, p. 12)

Most of the luxuries, and many of the so called comforts of life, are not only not indispensable, but positive hinderances to the elevation of mankind. (*Walden*, p. 14)

My greatest skill has been to want but little. (*Walden*, p. 69)

He grew some of his own food, including beans, potatoes, peas, and turnips. He ate wild berries and apples, and occasionally a fish that he had caught, and once killed and cooked a woodchuck that had ravaged his bean-field. He so arranged his affairs that he had to work only a little at a time for his upkeep, and he kept a broad margin to his life for reading, thinking, walking, observing, and writing.

For more than five years I maintained myself thus solely by the labor of my hands, and I found, that by working about six weeks in a year, I could meet all the expenses of living. The whole of my winters, as well as most of my summers, I had free and clear for study. (*Walden*, p. 69)

It is not necessary that a man should earn his living by the sweat of his brow, unless he sweats easier than I do. (*Walden*, p. 71)

TECHNOLOGY AND PROGRESS

Thoreau, himself an inventor and an engineer of sorts, was fascinated by technology, and the mid-nineteenth century saw a series of inventions that would radically change the world, such as power looms, railroads, and the telegraph. But these inventions were products of a larger movement, the industrial revolution, in which Thoreau saw the potential for the destruction of nature for the ends of

commerce. In Thoreau's view, technology also provoked an excitement that was counterproductive because it served as a distraction from the important questions of life.

Perhaps we are led oftener by the love of novelty, and a regard for the opinions of men, in procuring it, than by a true utility. (*Walden*, p. 21)

Our inventions are wont to be pretty toys, which distract our attention from serious things. They are but improved means to an unimproved end, an end which it was already but too easy to arrive at; as railroads lead to Boston or New York. We are in great haste to construct a magnetic telegraph from Maine to Texas; but Maine and Texas, it may be, have nothing important to communicate. (*Walden*, p. 52)

The railroad was made the symbol of technology, and its effects in *Walden* and the language Thoreau uses to describe it expressed his ambivalence.

I watch the passage of the morning cars with the same feeling that I do the rising of the sun, which is hardly more regular. Their train of clouds stretching far behind and rising higher and higher, going to heaven while the cars are going to Boston, conceals the sun for a minute and casts my distant field into the shade, a celestial train beside which the petty train of cars which hugs the earth is but the barb of the spear. The stabler of the iron horse was up early this winter morning by the light of the stars amid the mountains, to fodder and harness his steed. Fire, too, was awakened thus early to put the vital heat in him and get him off. If the enterprise were as innocent as it is early! If the snow lies deep, they strap on his snow-shoes, and with the giant plow, plow a furrow from the mountains to the seaboard, in which the cars, like a following drill-barrow, sprinkle all the restless men and floating merchandise in the country for seed. All day the fire-steed flies over the country, stopping only that his master may rest, and I am awakened by his tramp and defiant snort at midnight, when in some remote glen in the woods he fronts the elements incased in ice and snow; and he will reach his stall only with the morning star, to start once more on his travels without rest or slumber. Or perchance, at evening, I hear him in his stable blowing off the superfluous energy of the day, that he may calm his nerves and cool his liver and brain for a few hours of iron slumber. If the enterprise were as heroic and commanding as it is protracted and unwearied! (*Walden*, pp. 116-117)

NATURE

Thoreau was a dedicated, self-taught naturalist, who disciplined himself to observe the natural phenomena around Concord systematically and to record his observations almost daily in his Journal. The Journal contains initial formulations of ideas and descriptions that appear in Thoreau's lectures, essays, and books; early versions of passages that reached final form in *Walden* can be found in the Journal as early as 1846. Thoreau's observations of nature enrich all of his work, even his essays on political topics. Images and comparisons based on his studies of animal behavior, of the life cycles of plants, and of the features of the changing seasons illustrate and enliven the ideas he puts forth in *Walden*.

All day long the red squirrels came and went, and afforded me much entertainment by their manoeuvres. One would approach at first warily through the shrub-oaks, running over the snow crust by fits and starts like a leaf blown by the wind, now a few paces this way, with wonderful speed and waste of energy, making inconceivable haste with his "trotters," as if it were for a wager, and now as many paces that way, but never getting on more than half a rod at a time; and then suddenly pausing with a ludicrous expression and a gratuitous somersault, as if all the eyes in the universe were fixed on him,--for all the motions of a squirrel, even in the most solitary recesses of the forest, imply spectators as much as those of a dancing girl,--wasting more time in delay and circumspection than would have sufficed to walk the whole distance,--I never saw one walk,--and then suddenly, before you could say Jack Robinson, he would be in the top of a young pitch-pine, winding up his clock and

chiding all imaginary spectators, soliloquizing and talking to all the universe at the same time,--for no reason that I could ever detect, or he himself was aware of, I suspect. (*Walden*, pp. 273-274)

The grass flames up on the hillsides like a spring fire,--"et primitus oritur herba imbribus primoribus evocata,"--as if the earth sent forth an inward heat to greet the returning sun; not yellow but green is the color of its flame;--the symbol of perpetual youth, the grass-blade, like a long green ribbon, streams from the sod into the summer, checked indeed by the frost, but anon pushing on again, lifting its spear of last year's hay with the fresh life below. . . . So our human life but dies down to its root, and still puts forth its green blade to eternity. (*Walden*, pp. 310-311)

Once it chanced that I stood in the very abutment of a rainbow's arch, which filled the lower stratum of the atmosphere, tinging the grass and leaves around, and dazzling me as if I looked through colored crystal. It was a lake of rainbow light, in which, for a short while, I lived like a dolphin. If it had lasted longer it might have tinged my employments and life. (*Walden*, p. 202)

The love of nature that is evident in Thoreau's descriptions in *Walden* is one of the most powerful aspects of the book. The environmental movement of the past thirty years has embraced Thoreau as a guiding spirit, and he is valued for his early understanding of the idea that nature is made up of interrelated parts. He is considered by many to be the father of the environmental movement.

BEFORE AND AFTER WALDEN

Walden is Thoreau's best-known book, but other works of his written both before and after *Walden* have met with favorable responses. All of his writing except his poetry is expository--he wrote no fiction--and much of it is built on the framework of the journey, short or long, external or interior. *A Week*, *The Maine Woods*, *Cape Cod*, and the essays "A Winter Walk," "A Walk to Wachusett," and "An Excursion to Canada," for example, are all structured as traditional travel narratives. The speaker--and it is useful to remember that almost all of Thoreau's published essays and books were first presented as lectures--sets out from home in each case, and the reader experiences the wonders of each new place with him, sharing the meditations it inspires, and finally returning with him to Concord with a deeper understanding of both native and foreign places and of the journeying self. Other essays take the reader on different kinds of journeys--through the foliage of autumn ("Autumnal Tints"), through the cultivated and wild orchards of history ("Wild Apples"), through the life-cycle of a plot of land as one species of tree gives way to another ("The Succession of Forest Trees").

Nature is Thoreau's first great subject; the question of how we should live is his second. One series of his essays deals with issues of personal exploration and renewal. In the 1830s and 1840s a wave of reform movements of all kinds swept New England. The issues involved ranged from women's rights to temperance, from education to religion, from diet to sex. In general, Thoreau did not support reform movements; after he was invited to join the model community at Brook Farm, he wrote in his Journal, "As for these communities, I think I had rather keep bachelor's hall in hell than go to board in heaven." The one movement with which he finally could not resist an alliance was abolitionism. Although he wrote in *Walden*,

I sometimes wonder that we can be so frivolous, I may almost say, as to attend to the gross but somewhat foreign form of servitude called Negro Slavery, there are so many keen and subtle masters that enslave both north and south. It is hard to have a southern overseer; it is worse to have a northern one; but worst of all when you are the slave-driver of yourself. (p. 7)

and was at first reluctant to speak at abolitionist rallies because he felt he was expected to follow certain formulas, he later gave several impassioned lectures in response to the enforcement of the Fugitive Slave Law and in support of the activities of John Brown. Considering his neighbors' dismissive responses to

Brown at the news of his death, Thoreau wrote,

I hear another ask, Yankee-like, 'What will he gain by it?' as if he expected to fill his pockets by this enterprise. Such a one has no idea of gain but in this worldly sense. If it does not lead to a "surprise" party, if he does not get a new pair of boots, or a vote of thanks, it must be a failure. 'But he won't gain any thing by it.' Well, no, I don't suppose he could get four-and-sixpence a day for being hung, take the year round; but then he stands a chance to save a considerable part of his soul--and such a soul!--when you do not. No doubt you can get more in your market for a quart of milk than for a quart of blood, but that is not the market that heroes carry their blood to. ("A Plea for Captain John Brown," *Reform Papers*, p. 119)

Thoreau's most famous essay is "Civil Disobedience," published in 1849 as "Resistance to Civil Government." The incident that provoked him to write it took place in July 1846, while he was living at Walden. Coming into town to have a pair of shoes repaired, he was arrested for non-payment of the poll tax assessed against every voter, and spent a night in jail. He was released the next day, after one of his relatives, probably an aunt, paid what was owed, but the event gave him the impetus to attack the government in a classic anti-war, anti-slavery piece that gave support to the passive resistance of Mahatma Gandhi, Dr. Martin Luther King, Jr., and other twentieth-century conscientious objectors.

Some critics now consider Thoreau's Journal his most innovative and exciting work. In it he was able to show his thoughts in their natural relation to one another, not forced into a thematic arrangement, or stretched or lopped to fit the constraints of formal exposition. The natural alternation of observation and reflection provided a rhythm that suited his temperament and style. He usually walked in the mornings and, using field notes that were almost a shorthand to remind him of what he had observed, wrote in the afternoons, although he sometimes postponed the composition and wrote several days' entries at once.

Thoreau's careful observations of the cycles of growing plants, of water levels in the local rivers and ponds, of fluctuating temperatures, and of many other natural phenomena are recorded in his Journal. They became the basis for a series of lists and charts that provided precise information for several essays in Transcendental natural history that remained unfinished at his death, and that show him developing another kind of writing--more scientific than his excursions but no less poetic.

References to *Walden* are to: *Walden*, ed. J. Lyndon Shanley (Princeton: Princeton University Press, 1971). References to *Reform Papers* are to: *Reform Papers*, ed. Wendell Glick (Princeton: Princeton University Press, 1973).

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MLK

The American Dream

Dr. King gave the commencement address at Lincoln University in Pennsylvania on 6 June 1961. This is a transcription of that address.

... Today you bid farewell to the friendly security of this academic environment, a setting that will remain dear to you as long as the cords of memory shall lengthen. As you go out today to enter the clamorous highways of life, I should like to discuss with you some aspects of the American dream. For in a real sense, America is essentially a dream, a dream as yet unfulfilled. It is a dream of a land where men of all races, of all nationalities and of all creeds can live together as brothers. The substance of the dream is expressed in these sublime words, words lifted to cosmic proportions: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness." This is the dream.

One of the first things we notice in this dream is an amazing universalism. It does not say some men, but it says all men. It does not say all white men, but it says all men, which includes black men. It does not say all Gentiles, but it says all men, which includes Jews. It does not say all Protestants, but it says all men, which includes Catholics.

And there is another thing we see in this dream that ultimately distinguishes democracy and our form of government from all of the totalitarian regimes that emerge in history. It says that each individual has certain basic rights that are neither conferred by nor derived from the state. To discover where they came from it is necessary to move back behind the dim mist of eternity, for they are God-given. Very seldom if ever in the history of the world has a sociopolitical document expressed in such profoundly eloquent and unequivocal language the dignity and the worth of human personality. The American dream reminds us that every man is heir to the legacy of worthiness.

Ever since the Founding Fathers of our nation dreamed this noble dream, America has been something of a schizophrenic personality, tragically divided against herself. On the one hand we have proudly professed the principles of democracy, and on the other hand we have sadly practiced the very antithesis of those principles. Indeed slavery and segregation have been strange paradoxes in a nation founded on the prin-

ciple that all men are created equal. This is what the Swedish sociologist, Gunnar Myrdal, referred to as the American dilemma.

But the shape of the world today does not permit us the luxury of an anemic democracy. The price America must pay for the continued exploitation of the Negro and other minority groups is the price of its own destruction. The hour is late; the clock of destiny is ticking out. It is trite, but urgently true, that if America is to remain a first-class nation she can no longer have second-class citizens. Now, more than ever before, America is challenged to bring her noble dream into reality, and those who are working to implement the American dream are the true saviors of democracy.

Now may I suggest some of the things we must do if we are to make the American dream a reality. First I think all of us must develop a world perspective if we are to survive. The American dream will not become a reality devoid of the larger dream of a world of brotherhood and peace and good will. The world in which we live is a world of geographical oneness and we are challenged now to make it spiritually one.

Man's scientific genius and technological ingenuity has dwarfed distance and placed time in chains. Jet planes have compressed into minutes distances that once took days and months to cover. It is not common for a preacher to be quoting Bob Hope, but I think he has aptly described this jet age in which we live. If, on taking off on a nonstop flight from Los Angeles to New York City, you develop hiccups, he said, you will hic in Los Angeles and cup in New York City. That is really *moving*. If you take a flight from Tokyo, Japan, on Sunday morning, you will arrive in Seattle, Washington, on the preceding Saturday night. When your friends meet you at the airport and ask you when you left Tokyo, you will have to say, "I left tomorrow." This is the kind of world in which we live. Now this is a bit humorous but I am trying to laugh a basic fact into all of us: the world in which we live has become a single neighborhood.

Through our scientific genius we have made of this world a neighborhood; now through our moral and spiritual development we must make of it a brotherhood. In a real sense, we must all learn to live together as brothers, or we will all perish together as fools. We must come to see that no individual can live alone; no nation can live alone. We must all live together; we must all be concerned about each other.

Some months ago, Mrs. King and I journeyed to that great country in the Far East known as India. I will never forget the experiences that came to us as we moved around that great country, or the opportunity of meeting and talking with the great leaders of India and with people all over in the cities and the villages throughout India. Certainly this was an experience that I will always remember, but there were depressing moments. How can one avoid being depressed when he sees with his own eyes millions of people going to bed hungry at night? How can one

avoid being depressed when he sees with his own eyes millions of people sleeping on the sidewalk at night?

In Calcutta alone, more than a million people sleep on the sidewalks every night; in Bombay, more than six hundred thousand people sleep on the sidewalks every night. They have no beds to sleep in; they have no houses to go into. How can one avoid being depressed when he discovers that of India's four hundred million people, more than 365 million make an annual income of less than sixty dollars a year? Most of these people have never seen a doctor or a dentist.

As I looked at these conditions, I found myself saying that we in America cannot stand idly by and not be concerned. Then something within me cried out, "Oh, no, because the destiny of the United States is tied up with the destiny of India—with the destiny of every other nation." And I remembered that we spend more than a million dollars a day to store surplus food in this country. I said to myself, "I know where we can store that food free of charge—in the wrinkled stomachs of the millions of people who go to bed hungry at night." Maybe we spend too much of our national budget building military bases around the world, rather than bases of genuine concern and understanding.

All this is simply to say that all life is interrelated. We are caught in an inescapable network of mutuality; tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. As long as there is poverty in this world, no man can be totally rich even if he has a billion dollars. As long as diseases are rampant and millions of people cannot expect to live more than twenty or thirty years, no man can be totally healthy, even if he just got a clean bill of health from the finest clinic in America. Strangely enough, I can never be what I ought to be until you are what you ought to be. You can never be what you ought to be until I am what I ought to be. This is the way the world is made. I didn't make it that way, but this is the interrelated structure of reality. John Donne caught it a few centuries ago and could cry out, "No man is an island entire of itself; every man is a piece of the continent, a part of the main . . . any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee." If we are to realize the American dream we must cultivate this world perspective.

There is another thing quite closely related to this. We must keep our moral and spiritual progress abreast with our scientific and technological advances. This poses another dilemma of modern man. We have allowed our civilization to outdistance our culture. Professor MacIver follows the German sociologist, Alfred Weber, in pointing out the distinction between culture and civilization. Civilization refers to what we use; culture refers to what we are. Civilization is that complex of devices, instrumentalities, mechanisms and techniques by means of which we live. Culture is that realm of ends expressed in our life.

The great problem confronting us today is that we have allowed the means by which we live to outdistance the ends for which we live. We have allowed our civilization to outrun our culture, and so we are in danger now of ending up with guided missiles in the hands of misguided men. This is what the poet Thoreau meant when he said, "Improved means to an unimproved end." If we are to survive today and realize the dream of our mission and the dream of the world, we must bridge the gulf and somehow keep the means by which we live abreast with the ends for which we live.

Another thing we must do is to get rid of the notion once and for all that there are superior and inferior races. Now we know that this view still lags around in spite of the fact that many great anthropologists, Margaret Mead and Ruth Benedict and Melville Herskovits and others have pointed out and made it clear through scientific evidence that there are no superior races and there are no inferior races. There may be intellectually superior individuals within all races. In spite of all this evidence, however, the view still gets around somehow that there are superior and inferior races. The whole concept of white supremacy rests on this fallacy.

You know, there was a time when some people used to argue the inferiority of the Negro and the colored races generally on the basis of the Bible and religion. They would say the Negro was inferior by nature because of Noah's curse upon the children of Ham. And then another brother had probably read the logic of Aristotle. You know Aristotle brought into being the syllogism which had a major premise and a minor premise and a conclusion, and one brother had probably read Aristotle and he put his argument in the framework of an Aristotelian syllogism. He could say that all men are made in the image of God. This was a major premise. Then came his minor premise: God, as everybody knows, is not a Negro; therefore the Negro is not a man. And that was called logic!

But we don't often hear these arguments today. Segregation is now based on "sociological and cultural" grounds. "The Negro is not culturally ready for integration, and if integration comes into being it will pull the white race back a generation. It will take fifty or seventy-five years to raise these standards." And then we hear that the Negro is a criminal, and there are those who would almost say he is a criminal by nature. But they never point out that these things are environmental and not racial; these problems are problems of urban dislocation. They fail to see that poverty, and disease, and ignorance breed crime whatever the racial group may be. And it is a tortuous logic that views the tragic results of segregation and discrimination as an argument for the continuation of it.

If we are to implement the American dream we must get rid of the notion once and for all that there are superior and inferior races. This means that members of minority groups must make it clear that they can use their resources even under adverse circumstances. We must make full

and constructive use of the freedom we already possess. We must not use our oppression as an excuse for mediocrity and laziness. For history has proven that inner determination can often break through the outer shackles of circumstance. Take the Jews, for example, and the years they have been forced to walk through the long and desolate night of oppression. This did not keep them from rising up to plunge against cloud-filled nights of oppression, new and blazing stars of inspiration. Being a Jew did not keep Einstein from using his genius-packed mind to prove his theory of relativity.

And so, being a Negro does not have to keep any individual from rising up to make a contribution as so many Negroes have done within our own lifetime. Human nature cannot be catalogued, and we need not wait until the day of full emancipation. So from an old clay cabin in Virginia's hills, Booker T. Washington rose up to be one of the nation's great leaders. He lit a torch in Alabama; then darkness fled.

From the red hills of Gordon County, Georgia, from an iron foundry at Chattanooga, Tennessee, from the arms of a mother who could neither read nor write, Roland Hayes rose up to be one of the nation's and the world's greatest singers. He carried his melodious voice to the mansion of the Queen Mother of Spain and the palace of King George V. From the poverty-stricken areas of Philadelphia, Pennsylvania, Marian Anderson rose up to be the world's greatest contralto, so that Toscanini could say that a voice like this comes only once in a century. Sibelius of Finland could say, "My roof is too low for such a voice."

From humble, crippling circumstances, George Washington Carver rose up and carved for himself an inperishable niche in the annals of science. There was a star in the sky of female leadership. Then came Mary McLeod Bethune to let it shine in her life. There was a star in the diplomatic sky. Then came Ralph Bunche, the grandson of a slave preacher, and allowed it to shine in his life with all of its radiant beauty. There were stars in the athletic sky. Then came Joe Louis with his educated fists, Jesse Owens with his fleet and dashing feet, Jackie Robinson with his powerful bat and calm spirit. All of these people have come to remind us that we need not wait until the day of full emancipation. They have justified the conviction of the poet that:

*Fleecy locks and dark complexion
Cannot forfeit nature's claim.
Skin may differ but affection
Dwells in black and white the same.
Were I so tall as to reach the pole
Or to grasp the ocean at a span,
I must be measured by my soul,
The mind is standard of the man.*

Finally, if we are to implement the American dream, we must continue to engage in creative protest in order to break down all of those bar-

riers that make it impossible for the dream to be realized. Now I know there are those people who will argue that we must wait on something. They fail to see the necessity for creative protest, but I say to you that I can see no way to break loose from an old order and to move into a new order without standing up and resisting the unjust dogma of the old order.

To do this, we must get rid of two strange illusions that have been held by the so-called moderates in race relations. First is the myth of time advanced by those who say that you must wait on time; if you "just wait and be patient," time will work the situation out. They will say this even about freedom rides.* They will say this about sit-ins: that you're pushing things too fast—cool off—time will work these problems out. Well, evolution may hold in the biological realm, and in that area Darwin was right. But when a Herbert Spencer seeks to apply "evolution" to the whole fabric of society, there is no truth in it.† Even a superficial look at history shows that social progress never rolls in on the wheels of inevitability. It comes through the tireless effort and the persistent work of dedicated individuals. Without this hard work, time itself becomes an ally of the primitive forces of irrational emotionalism and social stagnation. And we must get rid of the myth of time.

There is another myth, that bases itself on a species of educational determinism. It leads one to think that you can't solve this problem through legislation; you can't solve this problem through judicial decree; you can't solve this problem through executive orders on the part of the president of the United States. It must be solved by education. Now I agree that education plays a great role, and it must continue to play a great role in changing attitudes, in getting people ready for the new order. And we must also see the importance of legislation.

It is not a question either of education or of legislation. Both legislation and education are required. Now, people will say, "You can't legislate morals." Well, that may be true. Even though morality may not be legislated, behavior can be regulated. And this is very important. We need religion and education to change attitudes and to change the hearts of men. We need legislation and federal action to control behavior. It may be true that the law can't make a man love me, but it can keep him from lynching me, and I think that's pretty important also.

And so we must get rid of these illusions and move on with determina-

*In May, 1961, the Congress of Racial Equality, an interracial direct-action group founded in 1942, sent buses of "Freedom Riders" into the South to test segregation laws and practices in interstate transportation. In Alabama and Mississippi the Freedom Riders were attacked by white racist mobs and arrested, but on September 22, 1961, the Interstate Commerce Commission ruled that passengers on interstate carriers would be seated without regard to race and that such carriers could not use segregated terminals.

†Herbert Spencer (1820–1903) was the formulator of "social Darwinism," an effort to apply Darwinism to society; he stressed, among other points, that Anglo-Saxon civilization was a superior development out of previous civilizations and the result of competition.

tion and with zeal to break down the unjust systems we find in our society, so that it will be possible to realize the American dream. As I have said so often, if we seek to break down discrimination, we must use the proper methods. I am convinced more than ever before that, as the powerful, creative way opens, men and women who are eager to break the barriers of oppression and of segregation and discrimination need not fall down to the levels of violence. They need not sink into the quicksands of hatred. Standing on the high ground of noninjury, love and soul force, they can turn this nation upside down and right side up.

I believe, more than ever before, in the power of nonviolent resistance. It has a moral aspect tied to it. It makes it possible for the individual to secure moral ends through moral means. This has been one of the great debates of history. People have felt that it is impossible to achieve moral ends through moral means. And so a Machiavelli could come into being and so force a sort of duality within the moral structure of the universe. Even communism could come into being and say that anything justifies the end of a classless society—lying, deceit, hate, violence—anything. And this is where nonviolent resistance breaks with communism and with all of those systems which argue that the end justifies the means, because we realize that the end is preexistent in the means. In the long run of history, destructive means cannot bring about constructive ends.

The practical aspect of nonviolent resistance is that it exposes the moral defenses of the opponent. Not only that, it somehow arouses his conscience at the same time, and it breaks down his morale. He has no answer for it. If he puts you in jail, that's all right; if he lets you out, that's all right too. If he beats you, you accept that; if he doesn't beat you—fine. And so you go on, leaving him with no answer. But if you use violence, he does have an answer. He has the state militia; he has police brutality.

Nonviolent resistance is one of the most magnificent expressions going on today. We see it in the movement taking place among students in the South and their allies who have been willing to come in from the North and other sections. They have taken our deep groans and passionate yearnings, filtered them in their own souls, and fashioned them into the creative protest, which is an epic known all over our nation. They have moved in a uniquely meaningful orbit, imparting light and heat to a distant satellite. And people say, "Does this bring results?" Well, look at the record.

In less than a year, lunch counters have been integrated in more than 142 cities of the Deep South, and this was done without a single court suit; it was done without spending millions and millions of dollars. We think of the freedom rides, and remember that more than sixty people are now in jail in Jackson, Mississippi. What has this done? These people have been beaten; they have suffered to bring to the attention of this

nation, the indignities and injustices Negro people still confront in interstate travel. It has, therefore, had an educational value. But not only that—signs have come down from bus stations in Montgomery, Alabama. They've never been down before. Not only that—the attorney general of this nation has called on ICC to issue new regulations making it positively clear that segregation in interstate travel is illegal and unconstitutional.

And so this method can bring results. Sometimes it can bring quick results. But even when it doesn't bring immediate results, it is constantly working on the conscience; it is at all times using moral means to bring about moral ends. And so I say we must continue on the way of creative protest. I believe also that this method will help us to enter the new age with the proper attitude.

As I have said in so many instances, it is not enough to struggle for the new society. We must make sure that we make the psychological adjustment required to live in that new society. This is true of white people, and it is true of Negro people. Psychological adjustment will save white people from going into the new age with old vestiges of prejudice and attitudes of white supremacy. It will save the Negro from seeking to substitute one tyranny for another.

I know sometimes we get discouraged and sometimes disappointed with the slow pace of things. At times we begin to talk about racial separation instead of racial integration, feeling that there is no other way out. My only answer is that the problem never will be solved by substituting one tyranny for another. Black supremacy is as dangerous as white supremacy, and God is not interested merely in the freedom of black men and brown men and yellow men. God is interested in the freedom of the whole human race and in the creation of a society where all men can live together as brothers, where every man will respect the dignity and the worth of human personality.

By following this method, we may also be able to teach our world something that it so desperately needs at this hour. In a day when Sputniks and Explorers are dashing through outer space, and guided ballistic missiles are carving highways of death through the stratosphere, no nation can win a war. The choice is no longer between violence and non-violence; it is either nonviolence or nonexistence. Unless we find some alternative to war, we will destroy ourselves by the misuse of our own instruments. And so, with all of these attitudes and principles working together, I believe we will be able to make a contribution as men of good will to the ongoing structure of our society and toward the realization of the American dream. And so, as you go out today, I call upon you not to be detached spectators, but involved participants, in this great drama that is taking place in our nation and around the world.

Every academic discipline has its technical nomenclature, and modern psychology has a word that is used, probably, more than any other.

It is the word *maladjusted*. This word is the ringing cry of modern child psychology. Certainly all of us want to live a well-adjusted life in order to avoid the neurotic personality. But I say to you, there are certain things within our social order to which I am proud to be maladjusted and to which I call upon all men of good will to be maladjusted.

If you will allow the preacher in me to come out now, let me say to you that I never did intend to adjust to the evils of segregation and discrimination. I never did intend to adjust myself to religious bigotry. I never did intend to adjust myself to economic conditions that will take necessities from the many to give luxuries to the few. I never did intend to adjust myself to the madness of militarism, and the self-defeating effects of physical violence. And I call upon all men of good will to be maladjusted because it may well be that the salvation of our world lies in the hands of the maladjusted.

So let us be maladjusted, as maladjusted as the prophet Amos, who in the midst of the injustices of his day could cry out in words that echo across the centuries, "Let justice run down like waters and righteousness like a mighty stream." Let us be as maladjusted as Abraham Lincoln, who had the vision to see that this nation could not exist half slave and half free. Let us be maladjusted as Jesus of Nazareth, who could look into the eyes of the men and women of his generation and cry out, "Love your enemies. Bless them that curse you. Pray for them that despitefully use you."

I believe that it is through such maladjustment that we will be able to emerge from the bleak and desolate midnight of man's inhumanity to man into the bright and glittering daybreak of freedom and justice. That will be the day when all of God's children, black men and white men, Jews and Gentiles, Catholics and Protestants, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"

vival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.

We must work passionately and indefatigably to bridge the gulf between our scientific progress and our moral progress. One of the great problems of mankind is that we suffer from a poverty of the spirit which stands in glaring contrast to our scientific and technological abundance. The richer we have become materially, the poorer we have become morally and spiritually.

Every man lives in two realms, the internal and the external. The internal is that realm of spiritual ends expressed in art, literature, morals and religion. The external is that complex of devices, techniques, mechanisms and instrumentalities by means of which we live. Our problem today is that we have allowed the internal to become lost in the external. We have allowed the means by which we live to outdistance the ends for which we live. So much of modern life can be summarized in that suggestive phrase of Thoreau: "Improved means to an unimproved end." This is the serious predicament, the deep and haunting problem, confronting modern man. Enlarged material powers spell enlarged peril if there is not proportionate growth of the soul. When the external of man's nature subjugates the internal, dark storm clouds begin to form.

Western civilization is particularly vulnerable at this moment, for our material abundance has brought us neither peace of mind nor serenity of spirit. An Asian writer has portrayed our dilemma in candid terms:

You call your thousand material devices "labor-saving machinery," yet you are forever "busy." With the multiplying of your machinery you grow increasingly fatigued, anxious, nervous, dissatisfied. Whatever you have, you want more; and wherever you are you want to go somewhere else . . . your devices are neither time-saving nor soul-saving machinery. They are so many sharp spurs which urge you on to invent more machinery and to do more business.¹

This tells us something about our civilization that cannot be cast aside as a prejudiced charge by an Eastern thinker who is jealous of Western prosperity. We cannot escape the indictment.

This does not mean that we must turn back the clock of scientific progress. No one can overlook the wonders that science has wrought for our lives. The automobile will not abdicate in favor of the horse and buggy, or the train in favor of the stagecoach, or the tractor in favor of

1. Abraham Mitrie Rihbany, *Wise Men from the East and from the West*, Houghton Mifflin, 1922, p. 137.

And let us also remember that, more often than not, fear involves the misuse of the imagination. When we get our fears into the open, we may laugh at some of them, and this is good. One psychiatrist said, "Ridicule is the master cure for fear and anxiety."

II

Second, we can master fear through one of the supreme virtues known to man: courage. Plato considered courage to be an element of the soul which bridges the cleavage between reason and desire. Aristotle thought of courage as the affirmation of man's essential nature. Thomas Aquinas said that courage is the strength of mind capable of conquering whatever threatens the attainment of the highest good.

Courage, therefore, is the power of the mind to overcome fear. Unlike anxiety, fear has a definite object which may be faced, analyzed, attacked, and, if need be, endured. How often the object of our fear is fear itself! In his *Journal* Henry David Thoreau wrote, "Nothing is so much to be feared as fear." Centuries earlier, Epictetus wrote, "For it is not death or hardship that is a fearful thing, but the fear of hardship and death." Courage takes the fear produced by a definite object into itself and thereby conquers the fear involved. Paul Tillich has written, "Courage is self-affirmation 'in spite of' . . . that which tends to hinder the self from affirming itself." It is self-affirmation in spite of death and nonbeing, and he who is courageous takes the fear of death into his self-affirmation and acts upon it. This courageous self-affirmation, which is surely a remedy for fear, is not selfishness, for self-affirmation includes both a proper self-love and a properly propositioned love of others. Erich Fromm has shown in convincing terms that the right kind of self-love and the right kind of love of others are interdependent.

Courage, the determination not to be overwhelmed by any object, however frightful, enables us to stand up to any fear. Many of our fears are not mere snakes under the carpet. Trouble is a reality in this strange medley of life, dangers lurk within the circumference of every action, accidents do occur, bad health is an ever-threatening possibility, and death is a stark, grim, and inevitable fact of human experience. Evil and pain in this conundrum of life are close to each of us, and we do both ourselves and our neighbors a great disservice when we attempt to prove that there is nothing in this world of which we should be frightened. These forces that threaten to negate life must be challenged by courage, which is the power of life to affirm itself in spite of life's ambiguities. This requires the exercise of a creative will that enables us to hew out a stone of hope from a mountain of despair.

Courage and cowardice are antithetical. Courage is an inner resolution to go forward in spite of obstacles and frightening situations; cowardice is a submissive surrender to circumstance. Courage breeds creative self-affirmation; cowardice produces destructive self-abnegation.

PRESIDENT CLINTON SPEECH JUNE 5, WALDEN POND

Henry David Thoreau, that consummate individualist, was suspicious of collective action of any kind – whether by business, government, society, of just too many people tramping around his beloved Walden Pond. And there is a certain irony in having the nation's President help launch an Institute dedicated to the memory of the man who wrote, in his essay on "Civil Disobedience," that the best government is that which governs not at all.

But even Thoreau would have approved of how this Institute, established in his name, has come to be. It is the result of a fruitful partnership between the public and private sectors. Don Henley's foundation, the Isis Fund, joined with the Thoreau Society, an organization of scholars dedicated to the study of Thoreau and his writings, to envision a center for research and learning to be established in Thoreau's own natural environment. To this end, the Isis Fund and the Thoreau Society were awarded a major Challenge Grant of \$575,000 from the National Endowment for the Humanities, which will leverage an additional \$1.7 million in private funds.

This pivotal NEH challenge has stimulated contributions from individuals, corporations and foundations – all working together to bring this Institute to fruition. Through its extensive archives, donated by private individuals, the Institute will enable new scholarly insight into Thoreau and his world. Through its educational programming the Institute will allow students of all ages to learn about this important part of our nation's heritage. Through the latest electronic technology the Institute will make accessible to millions of our citizens that figure, who perhaps more than any other, symbolizes the fundamental American faith in the free individual at home in the natural world. What perfect ways to honor Thoreau's memory – preserving a cherished piece of the environment and encouraging a deeper understanding of what this heritage from the past can mean to us as we move into the new millennium.

The Time for Freedom Has Come

A new generation of black youth became so committed to the cause for black freedom that they courageously went to jail to demonstrate their determination. Many abandoned their middle-class disdain for civil disobedience. They came to view arrest for the sake of liberation as a mark of honor. Dr. King here explained why that was the case.

On a chill morning in the autumn of 1956, an elderly, toilworn Negro woman in Montgomery, Alabama, began her slow, painful four-mile walk to her job. It was the tenth month of the Montgomery bus boycott, which had begun with a life expectancy of one week. The old woman's difficult progress led a passerby to inquire sympathetically if her feet were tired. Her simple answer became the boycott's watchword. "Yes, friend, my feet is real tired, but my soul is rested."

Five years passed and once more Montgomery arrested the world's attention. Now the symbolic segregationist is not a stubborn, rude bus driver. He emerges in 1961 as a hoodlum stomping the bleeding face of a freedom rider. But neither is the Negro today an elderly woman whose grammar is uncertain; rather, he is college-bred, Ivy League-clad, youthful, articulate and resolute. He has the imagination and drive of the young, tamed by discipline and commitment. The nation and the world have reacted with astonishment at these students cast from a new mold, unaware that a chain reaction was accumulating explosive force behind a strangely different facade.

Generating these changes is a phenomenon Victor Hugo described in these words: "There is no greater power on earth than an idea whose time has come." In the decade of the sixties the time for freedom for the Negro has come. This simple truth illuminates the motivations, the tactics and the objectives of the students' daring and imaginative movement.

The young Negro is not in revolt, as some have suggested, against a single pattern of timid, fumbling, conservative leadership. Nor is his conduct to be explained in terms of youth's excesses. He is carrying forward a revolutionary destiny of a whole people consciously and deliber-

ately. Hence the extraordinary willingness to fill the jails as if they were honors classes and the boldness to absorb brutality, even to the point of death, and remain nonviolent. His inner strength derives from his goal of freedom and the leadership role he has grasped even at a time when some of his white counterparts still grope in philosophical confusion searching for a personal goal with human values, searching for security from economic instability, and seeking relief from the haunting fear of nuclear destruction.

The campuses of Negro colleges are infused with a dynamism of both action and philosophical discussion. The needs of a surging period of change have had an impact on all Negro groups, sweeping away conventional trivialities and escapism.

Even in the thirties, when the college campus was alive with social thought, only a minority was involved in action. Now, during the sit-in phase, when a few students were suspended or expelled, more than one college saw the total student body involved in a walkout protest. This is a change in student activity of profound significance. Seldom, if ever, in American history has a student movement engulfed the whole student body of a college.

In another dimension, an equally striking change is altering the Negro campuses. Not long ago the Negro collegian imitated the white collegian. In attire, in athletics, in social life, imitation was the rule. For the future, he looked to a professional life cast in the image of the middle-class white professional. He imitated with such energy that Gunnar Myrdal described the ambitious Negro as "an exaggerated American."

Today the imitation has ceased. The Negro collegian now initiates. Groping for unique forms of protest, he created the sit-ins and freedom rides. Overnight his white fellow students began to imitate him. As the movement took hold, a revival of social awareness spread across campuses from Cambridge to California. It spilled over the boundaries of the single issue of desegregation and encompassed questions of peace, civil liberties, capital punishment and others. It penetrated the ivy-covered walls of the traditional institutions as well as the glass and stainless-steel structures of the newly-established colleges.

A consciousness of leadership, a sense of destiny have given maturity and dedication to this generation of Negro students which have few precedents. As a minister, I am often given promises of dedication. Instinctively I examine the degree of sincerity. The striking quality in Negro students I have met is the intensity and depth of their commitment. I am no longer surprised to meet attractive, stylishly dressed young girls whose charm and personality would grace a junior prom and to hear them declare in unmistakably sincere terms, "Dr. King, I am ready to

The liberation struggle in Africa has been the greatest single international influence on American Negro students. Frequently I hear them say that if their African brothers can break the bonds of colonialism, surely the American Negro can break Jim Crow.

African leaders such as President Kwame Nkrumah of Ghana, Governor General Nnamdi Azikiwe of Nigeria, Dr. Tom Mboya of Kenya and Dr. Hastings Banda of Nyasaland are popular heroes on most Negro college campuses. Many groups demonstrated or otherwise protested when the Congo leader, Patrice Lumumba, was assassinated. The newspapers were mistaken when they interpreted these outbursts of indignation as "Communist-inspired."

Part of the impatience of Negro youth stems from their observation that change is taking place rapidly in Africa and other parts of the world, but comparatively slowly in the South. When the United States Supreme Court handed down its historic desegregation decision in 1954, many of us, perhaps naively, thought that great and sweeping school integration would ensue. Yet, today, seven years later, only seven percent of the Negro children of the South have been placed in desegregated schools. At the current rate it will take ninety-three more years to desegregate the public schools of the South. The collegians say, "We can't wait that long" or simply, "We won't wait!"

Negro students are coming to understand that education and learning have become tools for shaping the future and not devices of privilege for an exclusive few. Behind this spiritual explosion is the shattering of a material atom.

The future of the Negro college student has long been locked within the narrow walls of limited opportunity. Only a few professions could be practiced by Negroes and, but for a few exceptions, behind barriers of segregation in the North as well as the South. Few frustrations can compare with the experience of struggling with complex academic subjects, straining to absorb concepts which may never be used, or only half-utilized under conditions insulting to the trained mind.

A Negro intern blurted out to me shortly after his patient died, "I wish I were not so well trained because then I would never know how many of these people need not die for lack of proper equipment, adequate post-operative care and timely admission. I'm not practicing good medicine. I'm presiding over tragedies which the absence of good medicine creates."

The Negro lawyer knows his practice will bulk large with criminal cases. The law of wills, of corporations, of taxation will only infrequently reach his office because the clientele he serves has had little opportunity to accumulate property. In his courtroom experience in the South, his clients and witnesses will probably be segregated and he, as well as they, will seldom be referred to as "Mister." Even worse, all too often he knows that the verdict was sealed the moment the arrest was made.

These are but a few examples of the real experience of the Negro professional, seen clearly by the student who has been asked to study with serious purpose. Obviously his incentive has been smothered and weakened. But today, more than ever, the Negro realizes that, while studying, he can also act to change the conditions which cripple his future. In the struggle to desegregate society he is altering it directly for himself as well as for future generations.

There is another respect in which the Negro student is benefiting, and simultaneously contributing to, society as a whole. He is learning social responsibility; he is learning to earn, through his own direct sacrifice, the result he seeks. There are those who would make him soft, pliable and conformist—a mechanical organization man or an uncreative status seeker. But the experience of Negro youth is as harsh and demanding as that of the pioneer on the untamed frontier. Because his struggle is complex, there is no place in it for the frivolous or rowdy. Knowledge and discipline are as indispensable as courage and self-sacrifice. Hence the forging of priceless qualities of character is taking place daily as a high moral goal is pursued.

Inevitably there will emerge from this caldron a mature man, experienced in life's lessons, socially aware, unafraid of experimentation and, most of all, imbued with the spirit of service and dedication to a great ideal. The movement therefore gives to its participants a double education—academic learning from books and classes, and life's lessons from responsible participation in social action. Indeed, the answer to the quest for a more mature, educated American, to compete successfully with the young people of other lands, may be present in this new movement.

Of course, not every student in our struggle has gained from it. This would be more than any humanly designed plan could realize. For some, the opportunity for personal advantage presented itself and their character was not equal to the challenge. A small percentage of students have found it convenient to escape from their own inadequacies by identifying with the sit-ins and other activities. They are, however, relatively few because this is a form of escape in which the flight from responsibility imposes even greater responsibilities and risks.

It is not a solemn life, for all of its seriousness. During a vigorous debate among a group of students discussing the moral and practical soundness of nonviolence, a majority rejected the employment of force. As the minority dwindled to a single student, he finally declared, "All I know is that, if rabbits could throw rocks, there would be fewer hunters in the forest."

This is more than a witty remark to relieve the tensions of serious and even grim discussion. It expresses some of the pent-up impatience, some of the discontent and some of the despair produced by minute corrections in the face of enormous evil. Students necessarily have conflicting

reactions. It is understandable that violence presents itself as a quick, effective answer for a few.

For the large majority, however, nonviolent, direct action has emerged as the better and more successful way out. It does not require that they abandon their discontent. This discontent is a sound, healthy social response to the injustice and brutality they see around them. Nonviolence offers a method by which they can fight the evil with which they cannot live. It offers a unique weapon which, without firing a single bullet, disarms the adversary. It exposes his moral defenses, weakens his morale, and at the same time works on his conscience.

Another weapon which Negro students have employed creatively in their nonviolent struggle is satire. It has enabled them to avoid corrosive anger while pressing the cutting edge of ridicule against the opponent. When they have been admonished to "go slow," patiently to wait for gradual change, with a straight face they will assure you that they are diligently searching for the happy medium between the two extremes of moderation and gradualism.

It is perhaps the special quality of nonviolent direct action, which sublimates anger, that explains why so few students are attracted to extreme nationalist sects advocating black supremacy. The students have anger under controlling bonds of discipline. Hence they can answer appeals for cooling-off periods by advocating cooling-off for those who are hot with anger and violence.

Much has been made of the willingness of these devotees of nonviolent social action to break the law. Paradoxically, although they have embraced Thoreau's and Gandhi's civil disobedience on a scale dwarfing any past experience in American history, they do respect law. They feel a moral responsibility to obey just laws. But they recognize that there are also unjust laws.

From a purely moral point of view, an unjust law is one that is out of harmony with the moral law of the universe. More concretely, an unjust law is one in which the minority is compelled to observe a code that is not binding on the majority. An unjust law is one in which people are required to obey a code that they had no part in making because they were denied the right to vote.

In disobeying such unjust laws, the students do so peacefully, openly and nonviolently. Most important, they willingly accept the penalty, whatever it is, for in this way the public comes to reexamine the law in question and will thus decide whether it uplifts or degrades man.

This distinguishes their position on civil disobedience from the "uncivil disobedience" of the segregationist. In the face of laws they consider unjust, the racists seek to defy, evade and circumvent the law, and they are unwilling to accept the penalty. The end result of their defiance is anarchy and disrespect for the law. The students, on the other hand, believe that he who openly disobeys a law, a law conscience tells

him is unjust, and then willingly accepts the penalty, gives evidence thereby that he so respects that law that he belongs in jail until it is changed. Their appeal is to the conscience.

Beyond this, the students appear to have perceived what an older generation overlooked in the role of law. The law tends to declare rights—it does not deliver them. A catalyst is needed to breathe life experience into a judicial decision by the persistent exercise of the rights until they become usual and ordinary in human conduct. They have offered their energies, their bodies to effect this result. They see themselves the obstetricians at the birth of a new order. It is in this manner that the students have related themselves to and materialized “the idea whose time has come.”

In a sense, the victories of the past two years have been spectacular and considerable. Because of the student sitters, more than 150 cities in the South have integrated their lunch counters. Actually, the current breakthroughs have come about partly as a result of the patient legal, civil and social ground clearing of the previous decades. Then, too, but slowly, the national government is realizing that our so-called domestic race relations are a major force in our foreign relations. Our image abroad reflects our behavior at home.

Many liberals, of the North as well as the South, when they list the unprecedented programs of the past few years, yearn for a “cooling-off” period; not too fast, they say, we may lose all that we have gained if we push faster than the violent ones can be persuaded to yield.

This view, though understandable, is a misreading of the goals of the young Negroes. They are not after “mere tokens” of integration (“tokenism,” they call it); rather theirs is a revolt against the whole system of Jim Crow and they are prepared to sit-in, kneel-in, wade-in and stand-in until every waiting room, rest room, theatre and other facility throughout the nation that is supposedly open to the public is in fact open to Negroes, Mexicans, Indians, Jews or what have you. Theirs is total commitment to this goal of equality and dignity. And for this achievement they are prepared to pay the costs—whatever they are—in suffering and hardship as long as may be necessary.

Indeed, these students are not struggling for themselves alone. They are seeking to save the soul of America. They are taking our whole nation back to those great wells of democracy which were dug deep by the Founding Fathers in the formulation of the Constitution and the Declaration of Independence. In sitting down at the lunch counters, they are in reality standing up for the best in the American dream. They courageously go to the jails of the South in order to get America out of the dilemma in which she finds herself as a result of the continued existence of segregation. One day historians will record this student movement as one of the most significant epics of our heritage.

But should we, as a nation, sit by as spectators when the social unrest

seethes? Most of us recognize that the Jim Crow system is doomed. If so, would it not be the wise and human thing to abolish the system surely and swiftly? This would not be difficult, if our national government would exercise its full powers to enforce federal laws and court decisions and do so on a scale commensurate with the problems and with an unmistakable decisiveness. Moreover, we would need our religious, civic and economic leaders to mobilize their forces behind a real, honest-to-goodness "End Jim Crow Now" campaign.

This is the challenge of these young people to us and our ideals. It is also an expression of their new-found faith in themselves as well as in their fellow man.

In an effort to understand the students and to help them understand themselves, I asked one student I know to find a quotation expressing his feeling of our struggle. He was an inarticulate young man, athletically expert and far more poetic with a basketball than with words, but few would have found the quotation he typed on a card and left on my desk early one morning:

*I sought my soul, but my soul I could not see,
I sought my God, but he eluded me,
I sought my brother, and I found all three.*

As I thought further I came to see that what we were really doing was withdrawing our cooperation from an evil system, rather than merely withdrawing our economic support from the bus company. The bus company, being an external expression of the system, would naturally suffer, but the basic aim was to refuse to cooperate with evil. At this point I began to think about Thoreau's *Essay on Civil Disobedience*. I remembered how, as a college student, I had been moved when I first read this work. I became convinced that what we were preparing to do in Montgomery was related to what Thoreau had expressed. We were simply saying to the white community, "We can no longer lend our cooperation to an evil system."

Something began to say to me, "He who passively accepts evil is as much involved in it as he who helps to perpetrate it. He who accepts evil without protesting against it is really cooperating with it." When oppressed people willingly accept their oppression they only serve to give the oppressor a convenient justification for his acts. Often the oppressor goes along unaware of the evil involved in his oppression so long as the oppressed accepts it. So in order to be true to one's conscience and true to God, a righteous man has no alternative but to refuse to cooperate with an evil system. This I felt was the nature of our action. From this moment on I conceived of our movement as an act of massive non-cooperation. From then on I rarely used the word "boycott."

Wearied, but no longer doubtful about the morality of our proposed protest, I saw that the evening had arrived unnoticed. After several telephone calls I prepared to retire early. But soon after I was in bed our two-week-old daughter—Yolanda Denise—began crying; and shortly after that the telephone started ringing again. Clearly condemned to stay awake for some time longer, I used the time to think about other things. My wife and I discussed the possible success of the protest. Frankly, I still had doubts. Even though the word had gotten around amazingly well and the ministers had given the plan such crucial support, I still wondered whether the people had enough courage to follow through. I had seen so many admirable ventures fall through in Montgomery. Why should this be an exception? Coretta and I finally agreed that if we could get 60 percent cooperation the protest would be a success.

Around midnight a call from one of the committee members informed me that every Negro taxi company in Montgomery had agreed to support the protest on Monday morning. Whatever our prospects of success, I was deeply encouraged by the untiring work that had been done by the ministers and civic leaders. This in itself was a unique accomplishment.

After the midnight call the phone stopped ringing. Just a few minutes earlier "Yoki" had stopped crying. Warily I said good night to Coretta, and with a strange mixture of hope and anxiety, I fell asleep.

JFK

[382] Sept. 25

Public Papers of the Presidents

382 Remarks at the Yellowstone County Fairgrounds,
Billings, Montana. *September 25, 1963*

Senator Mansfield, Governor, Secretary Udall, Senator Metcalf, Senator McGee, ladies and gentlemen:

I want to express our appreciation to you for your welcome, and I appreciate the chance to be introduced by my old friend and colleague, Senator Mansfield. I know that those of you who live in Montana know something of his character and his high standard of public service, but I am not sure that you are completely aware of what a significant role he has played in the last 3 years in passing through the United States Senate measure after measure which strengthens this country at home and abroad.

And I think the action which the United States Senate took by a vote of 80 to 19 yesterday in joining the United States, under our constitutional procedures, to 102 other countries to bring an end to nuclear tests in the atmosphere, to bring an end, we hope, for all time to the dangers of radioactive fallout on the citizens of the world, and to take a first step towards peace, and our hope for a more secure world—Senator Mansfield, with the able support of Senator Dirksen, the Republican Minority Leader of the Senate, I think were responsible for that overwhelming vote.

I am glad and proud that the word went out yesterday that Members of the Senate in both parties stood up for the long-range interests not only of the United States, but I think of people everywhere. So I am proud to be in his State, and I am proud to be with his colleague, Senator Metcalf, who speaks for Montana, and also speaks for the United States. This State, in the far Northwest, I think, has sent an outstanding delegation to Washington, and I am, therefore, glad to be with you today.

As the problems which occupy our attention in Washington, in the White House and in the Congress, and really in the country, have become increasingly complex, I am sure that many citizens who, in the early years of

this century, understood or had strong feelings about conservation and about the Populist movement, and about free silver, and the two or three other issues which dominated the political debate in this country for 10, 20, and 30 years—I am sure as they look at the complexities and the suddenness with which events pour across the desk of a citizen of the United States, calling upon him to make a decision, I am sure they must wonder where we are going.

I talked the other day to an Ambassador who went to Cuba under the administration of Herbert Hoover, and as he was leaving, President Hoover said to him, "We have two problems in American foreign relations: our relations with Cuba, our relations with Mexico. Otherwise the United States has no interests abroad." There is no comparable case in the history of the world where a country lived an unaligned, withdrawn, and isolated existence as we did until 1939, '40, and '41, and then suddenly played such a dominant role all around the world. Countries which we had never heard of before, Viet-Nam, Laos, the Congo, and the others, countries which were distant names in our geographies, have now become matters of the greatest concern, where the interests of the United States are vitally involved, and where we have, for example, in Viet-Nam, over 25,000 of your sons and brothers bearing arms.

So this is a difficult and complex world. I am sure a citizen in this community and in this country must wonder what we are doing. I think what we are trying to do is comparatively simple, and that is, with our own power and might—and the only country which has that power and might—and, I believe, the long-range determination and perseverance, we are trying to assist the hundred-odd countries which are now independent to maintain their independence. We do that not only because we wish them

grounds,

understood or had strong feeling about the Populists, and about free silver, and three other issues which dominated the political debate in this country for 30 years—I am sure as they look back at the exultations and the suddenness with which they pour across the desk of a citizen of the United States, calling upon him to make a decision, I am sure they must realize we are going.

One other day to an Ambassador in Cuba under the administration of Hoover, and as he was leaving, Hoover said to him, "We have problems in American foreign relations with Cuba, our relations with Mexico. Otherwise the United States has no interests abroad." There is a notable case in the history of the United States where a country lived an unaligned, isolated existence as we did in 1940, and '41, and then suddenly found a dominant role all around the world in countries which we had never heard of—Viet-Nam, Laos, the Congo, and other countries which were distant in geography, have now become the greatest concern, where the United States are vitally involved where we have, for example, in Vietnam over 25,000 of our sons and young men fighting.

It is a difficult and complex world. Every citizen in this community and in every country must wonder what we are doing. What we are trying to do is complex, and that is, with our own power and might—and the only country that has power and might—and, I believe, long-range determination, and we are trying to assist the other countries which are now independent to maintain their independence. It is not only because we wish them

to be free, but because it serves our own national interest. As long as there are all of these countries separate, free, and independent, and not part of one great monolithic bloc which threatens us, so long we are free and independent.

When it appeared at the end of the fifties that there would be over a billion people organized in the Communist movement, Russia and China and Eastern Europe working closely together, that represented a danger to us which could turn the balance of power against us. As there has been a division within the bloc, as there has been a fragmentation behind the Iron Curtain, as the long-range interests of geography and nationalism play a part even behind the Iron Curtain, as it does on this side of the Iron Curtain, we have made progress, not toward an easier existence, but, I think, toward a chance for a more secure existence.

In 1961 the United States and the Soviet Union came face to face over Berlin. The United States called up more than 150,000 troops. At the meeting in Vienna, of 1961, Mr. Khrushchev informed me that he was going to sign a peace treaty in Berlin by the end of the year, and if the United States continued to supply its forces in Berlin it would be regarded as a possible act of war. In 1962 we came face to face with the same great challenge in Cuba, in October. So we have lived, even in the short space of the last 3 years, on two occasions when we were threatened with a direct military confrontation. We wish to lessen that prospect. We know that the struggle between the Communist system and ourselves will go on. We know it will go on in economics, in productivity, in ideology, in Latin America and Africa, in the Middle East and Asia.

But what we hope to do is lessen the chance of a military collision between these two great nuclear powers which together have the power to kill 300 million people in the short space of a day. That is what we are seeking to avoid. That is why I support the test ban treaty. Not because we are going to be easier in our lives, but because

we have a chance to avoid being burned.

In addition to that problem abroad, we have our problem here in the United States. The reason why I think it is most important, and why I am strongly in support of the action of the House of Representatives today in overwhelmingly passing, in the House, the tax bill, is because I recognize in this country, with our tremendously increasing population, and machines taking the jobs of men, that unless we can stimulate our economy we are going to limp from recession to recession, always coming out of the recession with more unemployed, and finally finding ourselves faced with overwhelming economic problems here at home.

As I have said before, the United States must find 10 million jobs in the next 2½ years. We had a recession every 40 months since the end of World War II. That 40 months runs out in January 1964. Yet at the same time, when we run into this problem of a possible recession, we have the job of finding 10 million jobs.

So these are the problems we face, and what we seek to do in Washington, at home and abroad, is strengthen the United States, strengthen its vital interests, and have it live in greater security. And one of the ways that I think we can strengthen its vital interests is to strengthen the resources of the United States. This State of Montana knows better almost than any other State what it means when you develop the water resources and get cheap power. If this State does not have cheap power, how can you possibly compete, having to send your goods by the most expensive transportation route in the United States to Eastern markets.

The only way you can make up for that disadvantage is to develop your resources and protect them—water, power, and all the rest. And this Congress has done great actions which have gone comparatively unnoticed but which, I think, can make a significant difference not only for us but for those who come after us. We passed in the last session of the Congress—and no one here at Billings probably ever knew it—three

major pieces of legislation providing for the setting aside of more seashore parks in the United States than any Congress in the history of our country. Over 300 miles of coastline on the Atlantic Ocean, the Pacific Ocean, and the Gulf are now available for the public. We have embarked on a long range acquisition of wetlands. There will be 11 new waterfowl refuges established, more than in any period in recent history. We have initiated 10 reclamation projects, including two large-scale projects, and more will be done.

We have, for the first time, made the benefits of our cropland conversion program available to farmers and ranchers throughout the Nation. We have acted to save our woodlands and our wildlife.

This State of Montana, which depends on tourists, will in 10 years probably find that your number one industry or your number two industry. You must recognize how essential it is, with our exploding population, that we protect our natural resources, our wildernesses, all the things that will attract people to the Northwest.

And we have a lot more to do. We have a chance now to set up a fund which can liquidate itself over a period of years and use it for land and water conservation now, and 10 years from now the price of that same land will have doubled. If we get it now we will have it for our people. If we lose the chance, it will be built upon by private interests, and our chance to capture it will be gone. We have a chance to take some of those thousands of boys and girls who are on the city streets, out of work, and put them in our Youth Employment Corps and give them a chance to work on the land, as was done in the thirties. When you have one out of four of our children out of school and out of work, it is too much.

These are the things that must be done. There is an old saying that we hope for the

best and prepare for the worst. I would like to improve that. I think we should work for the best. It may be we have to prepare for the worst. This country, of course, must be strong. But I think that in all these areas of our national life, in education, which is the development of our most precious resource, our children—in education, because there isn't any boy or girl who is going to be sure of a job if they have dropped out of high school, and there are going to be 8 or 9 million of them in the next 7 years unless we do something about it—education of our children, jobs for our people, some security in our older age—these are the things we must do, and I think we can do them.

The potential of this country is unlimited, and there is no action which any of us can take in Washington which gives us greater confidence in the future of this country than to leave our city of Washington and come west to Wyoming, Montana, California, and recognize that in this golden area of the United States that a great writer from my own State of Massachusetts, Thoreau, was right when he said, "Eastward I go only by force; Westward I go free. I must walk towards Oregon and not towards Europe."

I walk towards Montana. I express my thanks to all of you. And I am confident that when the role of national effort in the 1960's is written, when a judgment is rendered whether this generation of Americans took those steps at home and abroad to make it possible for those who came after us to live in greater security and prosperity, I am confident that history will write that in the 1960's we did our part to maintain our country and make it more beautiful.

Thank you.

NOTE: In his opening words the President referred to U.S. Senator Mike Mansfield and Governor Tim M. Babcock of Montana, Secretary of the Interior Stewart L. Udall, U.S. Senator Lee Metcalf of Montana, and U.S. Senator Gale McGee of Wyoming.

[191] May 17

Public Papers of the Presidents

JFK

191 Remarks at the U.S. Embassy in Ottawa.

May 17, 1961

Ambassador and Mrs. Merchant, ladies and gentlemen:

I want to express my appreciation to you for your generous welcome. I also want to express our country's appreciation to you for the work that you are doing, representing our country in this friendly country of Canada.

I must say that those of you who work for the State Department may frequently feel that they are relatively unappreciated. I must say Presidents sometimes have that feeling also. But I do feel that in these very difficult and hazardous days that the work that you are doing, which involves very intimately the security of the country, that you are fulfilling your responsibility as citizens to the highest. And I think that anyone who has that opportunity in these days is to be envied.

So I express to you our commendation. It is not always pleasant to move from sta-

tion to station around the world, especially if you have young children, which I am happy to say you have. But nevertheless I think you serve not only our country but the cause of freedom.

I also want to express our appreciation to the Canadians. I hope that they feel that they are serving their own country when they come and help us here in this Embassy.

The ties that bind Canada and the United States are so intimate, are so long-based in history and a common interest, that I am sure that you feel a sense of mutual service to the cause of this great North American continent.

So, thank you for your generous reception, and I must say I am glad to be here.

NOTE: The President spoke at 9:20 a.m. In his opening words he referred to Livingston T. Merchant, U.S. Ambassador to Canada, and Mrs. Merchant.

192 Address Before the Canadian Parliament in Ottawa.

May 17, 1961

Mr. Speaker of the Senate, Mr. Speaker of the House, Mr. Prime Minister, Members of the Canadian Houses of Parliament, distinguished guests and friends:

I am grateful for the generous remarks and kind sentiments toward my country and myself, Mr. Prime Minister. We in the United States have an impression that this country is made up of descendants of the English and the French. But I was glad to hear some applause coming from the very back benches when you mentioned Ireland. [Laughter] I am sure they are making progress forward.

Je me sens vraiment entre amis.¹

It is a deeply felt honor to address this distinguished legislative body. And yet may I say that I feel very much at home with you here today. For one-third of my life was spent in the Parliament of my own country—the United States Congress.

There are some differences between this body and my own, the most noticeable to me is the lofty appearance of statesmanship which is on the faces of the Members of the—Senators who realize that they will

¹ I feel that I am truly among friends.

never have to place their cause before the people again!

I feel at home also here because I number in my own State of Massachusetts many friends and former constituents who are of Canadian descent. Among the voters of Massachusetts who were born outside the United States, the largest group by far was born in Canada. Their vote is enough to determine the outcome of an election, even a Presidential election. You can understand that having been elected President of the United States by less than 140 thousand votes out of 60 million, that I am very conscious of these statistics!

The warmth of your hospitality symbolizes more than merely the courtesy which may be accorded to an individual visitor. They symbolize the enduring qualities of amity and honor which have characterized our countries' relations for so many decades.

Nearly forty years ago, a distinguished Prime Minister of this country took the part of the United States at a disarmament conference. He said, "They may not be angels but they are at least our friends."

I must say that I do not think that we probably demonstrated in that forty years that we are angels yet, but I hope we have demonstrated that we are at least friends. And I must say that I think in these days where hazard is our constant companion, that friends are a very good thing to have.

The Prime Minister was the first of the leaders from other lands who was invited to call upon me shortly after I entered the White House; and this is my first trip—the first trip of my wife and myself outside of our country's borders. It is just and fitting, and appropriate and traditional, that I should come here to Canada—across a border that knows neither guns nor guerrillas.

But we share more than a common border. We share a common heritage, traced back to

those early settlers who traveled from the beachheads of the Maritime Provinces and New England to the far reaches of the Pacific Coast. Henry Thoreau spoke a common sentiment for them all: "Eastward I go only by force, Westward I go free. I must walk towards Oregon and not towards Europe." We share common values from the past, a common defense line at present, and common aspirations for the future—our future, and indeed the future of all mankind.

Geography has made us neighbors. History has made us friends. Economics has made us partners. And necessity has made us allies. Those whom nature hath so joined together, let no man put asunder.

What unites us is far greater than what divides us. The issues and irritants that inevitably affect all neighbors are small indeed in comparison with the issues that we face together—above all the somber threat now posed to the whole neighborhood of this continent—in fact, to the whole community of nations. But our alliance is born, not of fear, but of hope. It is an alliance that advances what we are for, as well as opposes what we are against.

And so it is that when we speak of our common attitudes and relationships, Canada and the United States speak in 1961 in terms of unity. We do not seek the unanimity that comes to those who water down all issues to the lowest common denominator—or to those who conceal their differences behind fixed smiles—or to those who measure unity by standards of popularity and affection, instead of trust and respect.

We are allies. This is a partnership, not an empire. We are bound to have differences and disappointments—and we are equally bound to bring them out into the open, to settle them where they can be settled, and to respect each other's views

when they cannot be settled.

Thus ours is the unity of equal and independent nations, co-tenants of the same continent, heirs of the same legacy, and fully sovereign associates in the same historic endeavor: to preserve freedom for ourselves and all who wish it. To that endeavor we must bring great material and human resources, the result of separate cultures and independent economies. And above all, that endeavor requires a free and full exchange of new and different ideas on all issues and all undertakings.

For it is clear that no free nation can stand alone to meet the threat of those who make themselves our adversaries—that no free nation can retain any illusions about the nature of the threat—and that no free nation can remain indifferent to the steady erosion of freedom around the globe.

It is equally clear that no Western nation on its own can help those less-developed lands to fulfill their hopes for steady progress.

And finally, it is clear that in an age where new forces are asserting their strength around the globe—when the political shape of the hemispheres are changing rapidly—nothing is more vital than the unity of the United States and of Canada.

And so my friends of Canada, whatever problems may exist or arise between us, I can assure you that my associates and I will be ever ready to discuss them with you, and to take whatever steps we can to remove them. And whatever those problems may be, I can also assure you that they shrink in comparison with the great and awesome tasks that await us as free and peace-loving nations.

So let us fix our attention, not on those matters that vex us as neighbors, but on the issues that face us as leaders. Let us look southward as part of the Hemisphere with

whose fate we are both inextricably bound. Let us look eastward as part of the North Atlantic Community upon whose strength and will so many depend. Let us look westward to Japan, to the newly emerging lands of Asia and Africa and the Middle East, where lie the people upon whose fate and choice the struggle for freedom may ultimately depend. And let us look at the world in which we live and hope to go on living—and at the way of life for which Canadians—and I was reminded again of this this morning, on my visit to your War Memorial—and Americans alike have always been willing to give up their lives in nearly every generation, if necessary to defend and preserve freedom.

First, if you will, consider our mutual hopes for this Hemisphere. Stretching virtually from Pole to Pole, the nations of the Western Hemisphere are bound together by the laws of economics as well as geography, by a common dedication to freedom as well as a common history of fighting for it. To make this entire area more secure against aggression of all kinds—to defend it against the encroachment of international communism in this Hemisphere—and to see our sister states fulfill their hopes and needs for economic and social reform and development—are surely all challenges confronting your nation, and deserving of your talents and resources, as well as ours.

To be sure, it would mean an added responsibility; but yours is not a nation that shrinks from responsibility. The Hemisphere is a family into which we were born—and we cannot turn our backs on it in time of trouble. Nor can we stand aside from its great adventure of development. I believe that all of the free members of the Organization of American States would be heartened and strengthened by any increase in your Hemispheric role. Your skills, your

resources, your judicious perception at the council table—even when it differs from our own view—are all needed throughout the inter-American Community. Your country and mine are partners in North American affairs—can we not now become partners in inter-American affairs?

Secondly, let us consider our mutual hopes for the North Atlantic Community.

Our NATO alliance is still, as it was when it was founded, the world's greatest bulwark of freedom. But the military balance of power has been changing. Enemy tactics and weaponry have been changing. We can stand still only at our peril.

NATO force structures were originally devised to meet the threat of a massive conventional attack, in a period of Western nuclear monopoly.

Now, if we are to meet the defense requirements of the 1960's, the NATO countries must push forward simultaneously along two lines:

First, we must strengthen the conventional capability of our Alliance as a matter of the highest priority.

To this end, we in the United States are taking steps to increase the strength and mobility of our forces and to modernize their equipment. To the same end, we will maintain our forces now on the European Continent and will increase their conventional capabilities. We look to our NATO Allies to assign an equally high priority to this same essential task.

Second, we must make certain that nuclear weapons will continue to be available for the defense of the entire Treaty area, and that these weapons are at all times under close and flexible political control that meets the needs of all the NATO countries. We are prepared to join our Allies in working out suitable arrangements for this purpose.

To make clear our own intentions and

commitments to the defense of Western Europe, the United States will commit to the NATO command five—and subsequently still more—Polaris atomic-missile submarines, which are defensive weapons, subject to any agreed NATO guidelines on their control and use, and responsive to the needs of all members but still credible in an emergency. Beyond this, we look to the possibility of eventually establishing a NATO sea-borne force, which would be truly multi-lateral in ownership and control, if this should be desired and found feasible by our Allies, once NATO's non-nuclear goals have been achieved.

Both of these measures—improved conventional forces and increased nuclear forces—are put forward in recognition of the fact that the defense of Europe and the assurances that can be given to the people of Europe and the defense of North America are indivisible—in the hope that no aggressor will mistake our desire for peace with our determination to respond instantly to any attack with whatever force is appropriate—and in the conviction that the time has come for all members of the NATO community to further increase and integrate their respective forces in the NATO command area, coordinating and sharing in research, development, production, storage, defense, command and training at all levels of armaments. So let us begin. Our opponents are watching to see if we in the West are divided. They take courage when we are. We must not let them be deceived or in doubt about our willingness to maintain our own freedom.

Third, let us turn to the less-developed nations in the southern half of the globe—those who struggle to escape the bonds of mass misery which appeals to our hearts as well as to our hopes. Both your nation and mine have recognized our responsibilities

to these new nations. Our people have given generously, if not always effectively. We could not do less. And now we must do more.

For our historic task in this embattled age is not merely to defend freedom. It is to extend its writ and strengthen its covenant—to peoples of different cultures and creeds and colors, whose policy or economic system may differ from ours, but whose desire to be free is no less fervent than our own. Through the Organization for Economic Cooperation and Development and the Development Assistance Group, we can pool our vast resources and skills, and make available the kind of long-term capital, planning and know-how without which these nations will never achieve independent and viable economies, and without which our efforts will be tragically wasted. I propose further that the OECD establish a Development Center, where citizens and officials, and students and professional men of the Atlantic area and the less-developed world can meet to study in common the problems of economic development.

If we in the Atlantic Community can more closely coordinate our own economic policies—and certainly the OECD provides the framework if we but use it, and I hope that you will join as we are seeking to join to use it—then surely our potential economic resources are adequate to meet our responsibility. Consider, for example, the unsurpassed productivity of our farms. Less than 8 percent of the American working force is on our farms; less than 11 percent of the Canadian working force is on yours. Fewer men on fewer acres than any nation on earth—but free men on free acres can produce here in North America all the food that a hungry world could use—while all the collective farms and forced labor of the communist system produce one shortage

after another. This is a day-to-day miracle of our free societies, easy to forget at a time when our minds are caught up in the glamor of beginning the exploration of space.

As the new nations emerge into independence, they face a choice: Shall they develop by the method of consent, or by turning their freedom over to the system of totalitarian control. In making that decision they should look long and hard at the tragedy now being played out in the villages of Communist China.

If we can work closely together to make our food surpluses a blessing instead of a curse, no man, woman or child need go hungry. And if each of the more fortunate nations can bear its fair share of the effort to help the less-fortunate—not merely those with whom we have traditional ties, but all who are willing and able to achieve meaningful growth and dignity—then this decade will surely be a turning-point in the history of the human family.

Finally, let me say just a few words about the world in which we live. We should not misjudge the force of the challenge that we face—a force that is powerful as well as insidious, that inspires dedication as well as fear, that uses means we cannot adopt to achieve ends we cannot permit.

Nor can we mistake the nature of the struggle. It is not for concessions or territory. It is not simply between different systems. It is an age old battle for the survival of liberty itself. And our great advantage—and we must never forget it—is that the irresistible tide that began five hundred years before the birth of Christ in ancient Greece is *for* freedom, and *against* tyranny. And that is the wave of the future—and the iron hand of totalitarianism can ultimately neither seize it nor turn it back. In the words of Macaulay: "A single breaker may recede, but the tide is coming in."

So we in the Free World are not without hope. We are not without friends. And we are not without resources to defend ourselves and those who are associated with us. Believing in the peaceful settlement of disputes in the defense of human rights, we are working throughout the United Nations, and through regional and other associations, to lessen the risks, the tensions and the means and opportunity for aggression that have been mounting so rapidly throughout the world. In these councils of peace—in the UN Emergency Force in the Middle East, in the Congo, in the International Control Commission in South East Asia, in the Ten Nations Commission on Disarmament—Canada has played a leading, important, and constructive role.

If we can contain the powerful struggle of ideologies, and reduce it to manageable proportions, we can proceed with the transcendent task of disciplining the nuclear weapons which shadow our lives, and of finding a widened range of common enterprises between ourselves and those who live under communist rule. For, in the end, we live on

one planet and we are part of one human family; and whatever the struggles that confront us, we must lose no chance to move forward towards a world of law and a world of disarmament.

At the conference table and in the minds of men, the Free World's cause is strengthened because it is just. But it is strengthened even more by the dedicated efforts of free men and free nations. As the great parliamentarian Edmund Burke said, "The only thing necessary for the triumph of evil is for good men to do nothing." And that in essence is why I am here today. This trip is more than a consultation—more than a good-will visit. It is an act of faith—faith in your country, in your leaders—faith in the capacity of two great neighbors to meet their common problems—and faith in the cause of freedom, in which we are so intimately associated.

NOTE: The President spoke in the House of Commons chamber at 3:27 p.m. His opening words referred to the Honorable Mark Robert Drouin, Speaker of the Senate, the Honorable Roland Michener, Speaker of the House of Commons, and Prime Minister John G. Diefenbaker.

193 Joint Statement Following Discussions With Prime Minister Diefenbaker of Canada. May 18, 1961

PRESIDENT KENNEDY and Prime Minister Diefenbaker stated that they had had a welcome opportunity of renewing the personal contact they established during the Prime Minister's visit to Washington in February and of examining together questions of concern to both their governments. Their discussions covered broad international issues as well as specific Canadian-United States questions.

United Nations. The President and Prime Minister stated their confidence in the United Nations as an organization dedicated

to the peaceful settlement of differences and the defense of national and human rights.

Disarmament. They reaffirmed that the goals sought by both countries is a secure world order in which there can be general disarmament under effective controls. They agreed, in particular, that the negotiation of a nuclear test ban treaty with effective provisions for inspection was a basic step in the process of moving towards disarmament.

Defense. The President and Prime Minister examined certain aspects of U.S.-Canadian defense arrangements and the

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387 Remarks at the Cheney Stadium in Tacoma.

September 27, 1963

Senator Magnuson, Governor Rosellini, Secretary Udall, Senator Jackson, Senator Morse, Senator Neuberger, Congressman Tollefson, Mayor Tollefson—I am glad to come here and see the Tollefson brothers; it makes the Kennedys feel a little better when they see what is happening out here—Mr. Presidents of our two distinguished universities, which are our hosts today, and ladies and gentlemen:

Whatever gave Senator Magnuson the impression that we in Massachusetts do not have comparable wonders to Mt. Rainier! If you see sometimes the blue hills of Boston stretching 300 feet straight up, covered by snow in the middle of the winter, you can know what nature can really do to produce a vigorous race.

We are glad to be here today and see what you have. But in looking at nature, I have been impressed really more by man in my last 3 days, because everything that I have seen, Jackson Hole and all the rest, was given to us by nature, but man did something about it. Whether it is what you have done with these parks here in this State, whether what we saw yesterday where the atom is being harnessed for peaceful use in the most impressive and advanced scientific effort in the world, or whether we go as we did last night to the Mormon Temple and Tabernacle and see built in the most arid part, perhaps, not only of the United States, but of the world, a great civilization, a great temple, a great tabernacle—I am impressed by nature and more impressed by man. And I am glad to be here with the students from these two schools.

This country has placed particular emphasis from its beginning, from the time of the Massachusetts Bay Colony, on educating our children, not merely to help them, but most importantly because we realized that the free, democratic system of government which places more burdens on the individual than

any other system, must depend in its final analysis upon an informed citizenry. And here in these schools and colleges of this State, and the others stretching across the United States, we are trying to build and develop men and women who can maintain in a difficult and hazardous and dangerous and changing world a free system of government.

Winston Churchill once said democracy is the worst form of government except for all the other systems that have been tried. It is the most difficult. It demands more from us.

And here in these schools and colleges, we hope that we are developing those qualities which in other days of change and challenge will permit this country to be guided through. The problems we face today have never been so complex. They cannot possibly be solved in Washington, D.C., unless we have supporting us in our two political parties an informed citizenry. And it is well to remember that this Nation's first great leaders, our founders—Jefferson, Madison, Monroe, Jay, Mason, Bryan, and all the rest—were not only the political leaders of this country, but they were also among the most educated citizens that this country had ever produced. The two outstanding men in the 18th century, outstanding not only in the United States but in the whole Western World, were both Americans, both politicians, and both philosophers and scientists—Thomas Jefferson and Benjamin Franklin.

So the assignment, it seems to me, in the 1960's, is to produce all of the educated talent that we have, not merely to help them along, not merely to produce outstanding businessmen, though we need them, and lawyers, though we need them, and doctors, though we need them, but also to produce men and women with a sense of the public responsibility, the public duty. This has been an

stem, must depend in its final form on an informed citizenry. And the schools and colleges of this country, like the others stretching across the country, we are trying to build and to educate men and women who can maintain a free and hazardous and dangerous world a free system of

Churchill once said democracy is the best form of government except for all the others that have been tried. It is not so difficult. It demands more

in these schools and colleges, we are developing those qualities which will meet the challenges of these days of change and challenge to this country to be guided. The problems we face today have become so complex. They cannot be solved in Washington, D.C., unless we are supporting us in our two political parties, an informed citizenry. And it is a fact that this Nation's first leaders, our founders—Jefferson, Madison, Monroe, Jay, Mason, Bryan, and so on—were not only the political leaders of this country, but they were also among the most educated citizens that this country has ever produced. The two outstanding figures of the 18th century, outstanding not only in the United States but in the whole world, were both Americans, both men of letters and both philosophers and scientists—Jefferson and Benjamin

Franklin. In the assignment, it seems to me, in the United States to produce all of the educated talent we need, not merely to help them along, but to produce outstanding business men, engineers, we need them, and lawyers, we need them, and doctors, though we need them, but also to produce men and women with a sense of the public responsibility and a sense of public duty. This has been an

important element in the American life since our beginning. In 1856 the Republican Party sent three great orators around the campaign circuit, Henry Wadsworth Longfellow, Ralph Waldo Emerson, and on occasions, even Thoreau.

I want to see in 1963, and in 1970, and in 1980 the best brains we have meeting the most difficult problems that this country has ever faced. The fact of the matter is that the experts disagree. I remember during the test ban debate when Senator Kuchel said to a scientist, "One scientist comes here and tells us one thing, another scientist with comparable experience, comparable knowledge, comes and tells us something else. Who are we to believe?" The experts disagree. And in the final analysis this country, for its movement forward, on its balance of payments, on its assistance abroad, on its mix of monetary and fiscal policy, on its resource development, on its space effort, and on all the rest where we will find the most intense disagreement among those who know the most—in the final analysis the people themselves have to make a judgment, and I think the basic judgment always must be a sense of motion forward. The great movements in this country's history, the great periods of intellectual and social activity, took place in those periods when we looked long range to the future—whether it was in the days of Theodore Roosevelt, when the whole national conservation movement began—and all of the decisions, in a much easier period when we had far fewer people, were made which makes it possible for us to travel throughout the United States and still see green grass and still have some hope for the future.

I want us in 1963 to make the same decisions here in the United States for the use of our manpower, for the use of our natural resources, for the strengthening of the United States, so that the United States can bear the burdens which go with being the most powerful country in the free world. And one of those decisions involves the wise use of what nature gave us and also putting

science and technology to work to develop new uses. We see it in the mountain nearby, we see the old concept of conserving our resources. And yesterday afternoon in seeing what use science had done with the atom we see the new kind of conservation which can mean so much to the people who come after us.

The population of the United States a few years ago was 130 million. Today it is 185 million. By the year 2000 it will be 350 million. What is going to happen to those people? What green grass will they see? What will be the resource position of the United States? We will know that in the year 2000 by what we do today, and what we do the rest of this decade. In the last 2 years we set aside, for example, about 200 miles of oceanfront. If we had not seized, by national decision, the Cape Cod National Park, or the park near San Francisco, or on the Gulfstream, they would have been gone forever. And the whole Atlantic and Pacific Coast and the Gulfstream would have been controlled by a few people, and the chance for all of the people of our country to look to the ocean on a beach would have been gone, and what happens on our oceanfront happens here.

I urge, therefore, that the talented and able people of this State make the judgments on recreation and conservation and wise use of our resources now with a long look forward, not for this decade, but for the next generation. And your two Senators, Senator Jackson, the head of the Interior Committee, which must make these decisions on how these lands shall be used, and Senator Magnuson and, indeed, the congressional delegations of the entire Northwest, have understood that nature was very good to the Northwest, but the Northwest itself must use nature wisely.

So I come on a trip of conservation not to repeat an old doctrine, but to say that we need an opportunity now to recommit ourselves to maintaining the natural advantages that this country has given us. This is a difficult time in the life of the United States,

and people look all around the world and wonder whether we are moving forward or backward. Whether the world is more dangerous or easier, I don't think anyone can say. But I think they can say that there is every reason to hope, and there is every reason for us to concentrate our energy in making those decisions here in the United States which will maintain the strength of the United States so that we can in turn meet our responsibilities around the globe.

If this country falls back, if we do not take those steps both in Washington and here in this State and in the other States to find employment for our people, to educate our children, to use our resources both human and material to the maximum, then these great burdens which the United States has carried for 18 years will become too much. I think we can do it. I think our strength has grown, and I think it is up to all of us, not only to look to our private interest, but also look to our obligations to the United States. All of us feel that love of country, but I think we must put it to practical use. I think we must decide what it is that this country must do in 1963 to find jobs for our people and to educate our young.

I said yesterday that there are 9 million children in the United States in high school or in elementary school who live in families which have incomes of less than \$3,000 a year, \$58 a week, to bring up a family. How many of them will drop out of school and never have a chance again? How many of our children who have talent will not have a chance to use it, will not get to a college or a university? How many of them will graduate, or fall out of school and be unable to find work or will live in slums in our large cities?

This rich country of ours must fulfill its promise to all of our citizens, and that can only be done by a national commitment to

use all of our energy and all of our talents so that we can produce all of the things that we are capable of doing in order to meet our responsibility to ourselves and to those who look to us for leadership.

So I express my thanks to you for the chance to visit today. I do not think that these trips may do very much for people who come and listen to those of us who are traveling, but I can tell you they are the best educational 3 or 4 days for anyone who holds high office in the United States, to get out of beautiful Washington and see the rest of this country, to see what it is capable of, to see what it has, to see what it must be. All through our history, on occasions, these journeys have been taken, and I believe they are of benefit.

I ask particularly that those of you who are now in school will prepare yourselves to bear the burden of leadership over the next 40 years here in the United States, and make sure that the United States—which I believe almost alone has maintained watch and ward for freedom—that the United States meet its responsibility. That is a wonderful challenge for us as a people. No other generation in history has borne the burdens that the United States has borne in the last 18 years. I want to see us continue to use our talents to the maximum and maintain the reputation of the United States as a citadel of freedom.

Thank you.

NOTE: In his opening words the President referred to U.S. Senator Warren G. Magnuson and Governor Albert D. Rosellini of Washington, Secretary of the Interior Stewart L. Udall, U.S. Senator Henry M. Jackson of Washington, U.S. Senators Wayne Morse and Maurine B. Neuberger of Oregon, U.S. Representative Thor C. Tollefson of Washington and Mayor Harold M. Tollefson of Tacoma, and Presidents Robert Nortvedt of Pacific Lutheran University and R. Franklin Thompson of the University of Puget Sound.