

UNITED STATES CAPITOL PAGE SCHOOL



UNITED STATES

Capitol Page School Handbook



Compiled under the direction of

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Qualifications and Duties of Pages

Qualifications

Pages of the United States Senate, the House of Representatives, and the Supreme Court are today assigned to routine yet important duties in each of the three bodies. Though their work is varied, pages serve principally as messengers, carrying material between the Capitol and Members' offices and committees. In the respective chambers, boys prepare the desks, seats, or bench for the day's work. During the daily sessions they run errands for individual Members.

In the House of Representatives, pages may start employment at the age of 14 and may continue until they are 18. Senate pages start at 14 and may remain until the age of 17. The Supreme Court limits its boys to their 4-year period in high school. The House limits its pages to the 11th and 12th grades. To become a page, a boy must have completed the eighth grade prior to his appointment.

A page must be able to furnish a social security number when his papers are being processed.

Appointment

Eighty pages in all are appointed in the legislative and judicial branches of the government. There are 26 pages in the Senate, 50 in the House, and 4 in the Supreme Court. A Senate page is appointed by a Senator; a House page is appointed by a Representative; and a Supreme Court page is appointed by the Marshal of the Court with the consent of the Chief Justice.

A page's appointment and tenure depend upon the following: (a) Age, (b) ability to do his job well, (c) ability to keep his school marks at average (honor roll in Supreme Court), (C average in the House), (d) a record of good conduct, and (e) his sponsor's tenure of office. In the Supreme Court, the former rule of a page being no taller than the high-backed chairs of the Justices is no longer enforced.

The Senate and House pages are paid an annual basic salary of \$1,800 during the session of Congress. The Supreme Court pages receive the same salary for the specific period of 9½ months while the Court is in session. One-half of the Court page's salary is withheld in a trust fund, and the boy must live with a relative in the Washington area.

Duties

A page's day begins at 6:30 in the morning when he goes to school.

The pages receive accredited instruction at the Capitol Page School, located in several rooms on the third floor of the Library of Congress. There is a sciences lab and a small library for general use. Because of the irregular hours of employment of pages, the school does not fit the pattern of other schools. Most pages prepare for college entrance through the school's academic program.

He stays in class until 9:45 a.m. After class is dismissed, a Senate or House page reports to the Republican or Democratic cloakroom to which he has been assigned. From there he goes to the Chamber of either the Senate or the House and is assigned to preparation of the desks and rooms for the day's activities. Supreme Court pages report directly to the Marshal's office for daily assignments.

The morning duties of the Senate page are to file the Congressional Records and calendar of business for each day on the Senators' desks, together with bills, resolutions, documents, and reports that may be before the Senate. A supply of paper, ink, pens, and pencils is provided. While the Senate is in session, the pages sit on the rostrum steps facing the Senators. A Senator calls a page by motion of the hand or snapping of fingers. The page may carry bills or resolutions from a Senator to the desk for introduction, or memoranda to the officers of the Senate on the rostrum; he may call Senators to the telephone, or notify a Senator when a constituent is in the lobby or reception room.

The duties of a House page are similar to those of a Senate page. However, because of the different seating arrangement in the House and because there are not individual desks for the Representatives, the House pages sit on the page's bench waiting to answer any call and to run errands. In the House Chamber between the seats are buttons which, when pushed, will summon pages to answer requests for Members. These buttons, when pushed, light up on a switchboard near the pages' bench, and by use of a system, which the pages themselves must learn, they know that 1 of 2 Members is requesting something. A different light, a red one, signifies the Speaker of the House has a request. As in the Senate, they may be sent to the libraries, document rooms, and the office buildings. On the 1st of March 1954, the House pages added an extracurricular duty to their usual routines. On that day, four Puerto Rican Nationalists showered the House Chamber with pistol shots, wounding five Congressmen and adding stretcher bearing to the pages' jobs. Several pages narrowly missed being killed, one bullet landing but a few inches from one boy's head.

The Supreme Court pages, after their morning school classes, go to the Marshal's office, sign in, and go to the Court chambers and place the dockets, files, law books, and other items needed for the day's session of the Court on or near the Justices' desks. When the Court convenes at 12 o'clock the pages sit on a bench directly behind the Justices in order to be immediately available. At 4:30 o'clock p.m., when the Court adjourns, the pages straighten up the desks of the Justices on the Bench.

Dress

All pages are required to wear a navy blue suit (long trousers), white shirt, black tie, black socks, and black shoes. The wearing of traditional knickers has been abandoned.

School Program and Course Description



PLANNING YOUR PROGRAM

Although the Capitol Page School is in session from September until June most pages from out of State begin their school work at the Page School in January. During the first half of the school year these pages attend school in their respective home communities. Close liaison is maintained between the home school and the Capitol Page School in regard to each student's progress.

The pupil upon entering Capitol Page School should prepare a long-range program for his entire school course to make sure whether he will have the requirements for graduation and for college entrance or any other post high school training.

A conference with the principal is advisable so that the student's program may be reviewed and modified if necessary. Special adjustments are made when approved by the principal.

Students planning to attend college should contact the principal for information about the entrance requirements and suggestions that apply to a particular college or university.

Pupils are required to earn 16 units¹ for graduation. These units must include:

- 4 units in English
- 2 units in mathematics
- 2 units in language
- 1 unit in science; either biology, chemistry, or physics
- 1 unit in United States history
- 1/2 unit in United States Government
- 5 1/2 units in elected fields

¹ A unit represents a year's work in a subject.

Boys in the Capitol Page School have the opportunity of earning two certificates of graduation: (1) the regular Board of Education diploma which entitles members of the school to enter colleges requiring graduation from an accredited school and (2) a certificate signed by the President of the United States.

Year subjects should be completed as the student progresses. Single semesters of year subjects should not be left dangling. Graduation requirements should be satisfied as the pupil progresses.

Students may attend night school in the District of Columbia, with the permission of the principal. One may attend a night school to obtain credits for graduation or to study courses not available at the Capitol Page School. Night school, however, should be attended only in extreme emergency.

Business Education

Cooperative work is offered to seniors. The school program of cooperative workers must include one business subject, together with work at the Capitol or Supreme Court (1½ units per year; ¾ unit per semester).

Students who elect this subject must secure the approval of the principal.

Typewriting is a half major course open to 1st-, 2d-, 3d-, and 4th-year pupils for 1 or 2 years.

Bookkeeping is a whole major course offered for 1 or 2 years. Students electing it should—

1. Develop sufficient understanding of the fundamentals of bookkeeping to handle a simple set of books under supervision;
2. Receive broad business knowledge which will aid him in the management of his financial activities—personal and business; and
3. Lay a foundation for the study of advanced bookkeeping and accounting.

Applied or Consumer Math is a whole major offered for a year. Students electing it should learn to use mathematics with the competence demanded of today's high school graduate and be a more efficient consumer of the goods and services offered the American people. Stress is laid on the fundamental processes of arithmetic as well as discussions and problems in investing, insurance, taxation, installment buying, and other such topics encountered by the average consumer in daily living.

English

English 1 and 2. These semesters emphasize grammar and communication skills. Literature studied includes the ballad, plays (one act and Julius Caesar), the Iliad, and a novel (Treasure Island, David Copperfield, or a similar work).

English 3 and 4. Both semesters of sophomore English give intensive practice in reading skills, speech, and written expression and mechanics. A reading text is used, as well as a composition and grammar text. Emphasis in composition is on the paragraph, letter, reports, and outlines. In addition, in English 3, collections of short stories are read, and novels of adventure, such as "Ivanhoe." In English 4, collections of modern biographies, or separate ones, such as "Abe Lincoln Grows Up" and "Boy's Life of Mark Twain," are read. One of the Shakespeare comedies or a collection of modern plays is also studied, and in addition, in some classes, "The Idylls of the King."

English 5 and 6. Junior English is a study of American literature for the appreciation of American life and ideals. The texts are a comprehensive anthology of American literature, and various plays and novels, such as "Our Town" and "The Carolinian." The year's work parallels and correlates with the required course of American history, usually taken in the junior year. English 5 covers the material through the Civil War, and English 6 begins with the period immediately following, and continues through present-day literature. Grammar review according to the needs of the class and practice in writing are combined with the study of literature.

English 7. The first two advisories of English 7 give intensive training in written and oral expression as preparation for college, or other types of advanced study, or for business. Principles of grammar and composition are reviewed, and outlining and organizing written material, using the library, building a vocabulary, speaking effectively, and comprehending reading material of some difficulty are emphasized. A research paper is written. The third advisory begins the study of English literature with the Elizabethan period, with emphasis on Shakespeare's plays "Macbeth" or "Hamlet."

English 8. The second semester of senior English continues the study of English literature through great writings grouped chiefly in three eras: the Romantic, the Victorian, and the Modern. The class reading is designed to lead to voluntary reading by the students, and through increased knowledge of people to the appreciation of varying emotions and ideas.

Latin

Latin 1 and 2. First-year Latin gives a thorough knowledge of noun and verb relations, together with pronouns, adjectives, and adverbs and their uses. Simple stories are read. Students gain an understanding of the extent to which the English language has been enriched by derivations from Latin.

Latin 3 and 4. The remaining fundamentals of grammar are presented, and developing power to read and comprehend Latin is stressed. Stories

dealing with mythology and ancient life are read. Practice in writing Latin is also a part of the course. The equivalent of four books of Caesar's Gallic War is read, and practice in writing Latin is continued. Emphasis is placed upon comprehension and translation of Latin at sight.

French

French 1 and 2. First-year French presents a part of the fundamental vocabulary and grammar. Time is spent in grammatical drill, pronunciation, dictation, choral and individual reading, and simple conversation.

French 3 and 4. Oral expression is stressed, and French is almost entirely the language used in the classroom. Second-year French takes up the remaining fundamentals of grammar. The reading of good French books and magazines and writing are part of the course.

French 5 and 6. Audio-lingual experience is continued. The course consists of both extensive and intensive reading and also writing, on a more mature level. Grammar is reviewed topically. French, of course, is the language of the class. The material covered is varied and of recognized literary and cultural value.

Spanish

Spanish 1 and 2. Spanish 1 teaches the fundamentals of pronunciation, grammar, and vocabulary through reading selections and simple conversation. Spanish 2 continues the development of the power to speak, comprehend, read, and write Spanish.

Spanish 3 and 4. Much emphasis is placed at this time on reading, writing, and conversational practice based on practical situations: Travel, the customs office, the hotel, etc.

Spanish 5 and 6. Oral-aural experience is derived from individual interests and the reading of magazines and books of literary and cultural material. Extensive and intensive reading is from the masterpieces of Spanish prose, poetry, and theatre. Grammar review is topical. Both controlled and free writing are part of the course.

Supplementary reading consistent with the level of maturity is required at all levels in all languages.

Social Studies

Ancient and medieval history is a two-semester course offered to students in the ninth grade. It begins with prehistoric times and ends with Europe entering the modern period.

Modern European history 1 and 2. These courses furnish a background for courses in literature, modern languages, science, art, music, American history, and world problems. An interest is created in international problems, and a

feeling of tolerance is fostered. Some colleges require modern European history for entrance. The first semester presents a study of the political, economic, social, and cultural development of Europe from 1600 to 1870. The second semester covers the period from 1870 to the present and traces the development of nationalism, imperialism, and democracy. Causes and results of World Wars I and II and problems growing out of them are examined. Attention is given to cultural progress in science, invention, and reform. Emphasis is placed on current problems and our world relations.

United States history 1 and 2. These courses are required for graduation. The background for government, sociology, economics, and world problems is presented.

The first semester covers the colonial period, the Revolutionary War, the launching of the Government, and the growth of the Nation, the Civil War, and the reconstruction period.

The second semester covers the period from 1870 to the present, i.e., the rebuilding of the country, the age of giant industries, economic reforms, the growth of the United States as a world power, World Wars I and II, economic and political problems of today.

Economics. The course is planned to give the student some understanding of the importance of making a living in a society where free enterprise has been the most vital factor. The student examines economic principles in relation to his own environment. He contrasts this environment with life under other economic systems. A number of personal economic problems are studied: budgeting, investments, insurance, and consumer problems. Attention is given to our federal banking and currency systems, and economic factors affecting current problems.

United States Constitution and Government. This is a one-semester course which is required of all students before graduation. It is to be taken after the completion of United States history 2. The course includes a detailed study of the Constitution and of National, State, City, and District of Columbia governments.

Latin American history. This one-semester course, open to juniors and seniors, gives students a knowledge and appreciation of the history, culture, and civilization of Latin America; it furnishes a background for understanding current inter-American relationships and the growing significance of Latin America in the economic and political affairs of the world.

Business law. This one-semester course, open to seniors, is directed toward giving students the information necessary to enable them to deal fairly with individuals and organizations and to know their own rights. It gives to the pupil, in easily understood language, the legal information which will aid him in conducting his affairs in a proper and efficient manner. Topics covered are: (1) legal procedure and negotiable instruments, (2) contracts, and (3) insurance.

Advanced Geography

The first part of the course consists of an intensive review of the political geography of the world. The location of the countries of each continent, the capital cities, and the distinguishing physical features, such as mountains, rivers, and lakes, is stressed. In the latter part of the course, problems concerning the industrial cities, population trends, regions, resources, communication, and transportation are covered. International geographic relations in an interdependent world are analyzed.

Mathematics

Elementary algebra 1 and 2. This is a basic course in algebra. It should be studied in the ninth grade, if possible.

Intermediate algebra 1 and 2. This is a college preparatory course. It gives a brief but thorough review of ninth-grade algebra and also includes enough advance material to provide a sound foundation for subsequent math and science courses.

It is a valuable course even for students who are not planning to enter college, as it clears up many of the difficulties of elementary mathematics and provides a better understanding of our number system.

Plane geometry 1 and 2 and supplements. Prerequisite is elementary algebra. This course aims to develop in every student an appreciation of the mathematics necessary for the development of civilization and to equip him with a technique for deductive reasoning or thinking in terms of cause and effect. It prepares the student to meet college entrance requirements in cases in which no more mathematics is to be studied and prepares him for further work in the field. Plane geometry and supplements is a course which concerns itself with the fundamentals of plane geometry, solid geometry, trigonometry, and analytical geometry. The supplementary units of this course are those recommended by the Commission on Mathematics of the College Entrance Examination Board.

Trigonometry. Prerequisites: Plane geometry 1 and 2, and intermediate algebra 1 and 2. Trigonometry, as the name implies, is the study of triangles and the functions of angles. It shows the direct application of theorems in geometry, equations, graphs, and in algebra. Interesting and practical problems are solved by means of triangle measurements and logarithms. Both right and oblique triangles are studied. Offered first semester only.

Advanced mathematics. Prerequisites: Plane geometry 1 and 2, intermediate algebra 1 and 2. Modern mathematical theories and problems are presented on the college freshman level. Topics are linear systems and programing, Gauss elimination method, matrices, logic, set theory, Boolean algebra, and elements of calculus. Offered second semester only.

Science

Physics 1 and 2. This course aims to increase the understanding and use of laws and principles which involve life and surroundings. Elementary algebra is a desirable prerequisite and is essential if the course is to be followed by work in college physics or chemistry.

Physics 1 is concerned with those principles and devices that make man's work easier, such as the automobile jack, the barometer, pumps, balloons, and internal combustion engines.

Physics 2 deals with electricity, light and lenses, magnifying instruments, motion-picture projector, and principles of sound as illustrated in musical instruments.

Biology 1 and 2. This course is concerned with developing creative and critical thought by the use of the scientific method. It is designed primarily to give the student a greater appreciation and utilization of himself and his environment, to understand the evolution of species, and to conserve the natural resources of our country.

General science 1 and 2. This is a survey course in astronomy, the use and development of machines in transportation and communication, and an introduction to biology with particular emphasis on practical genetics.

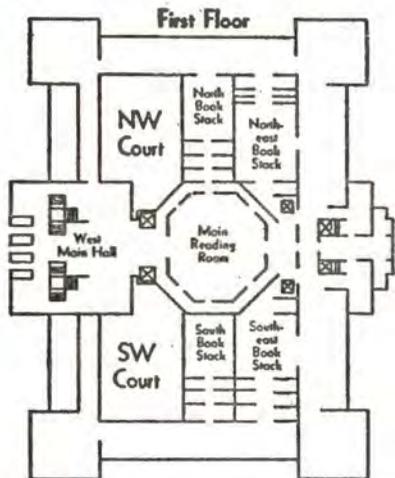
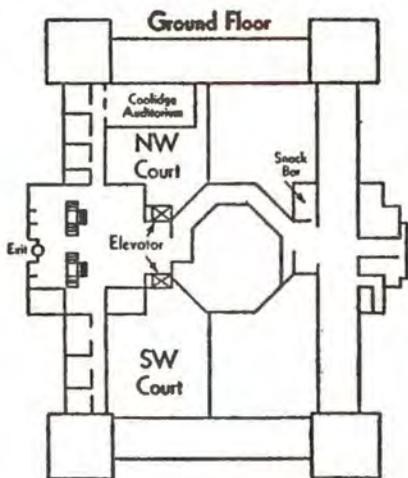
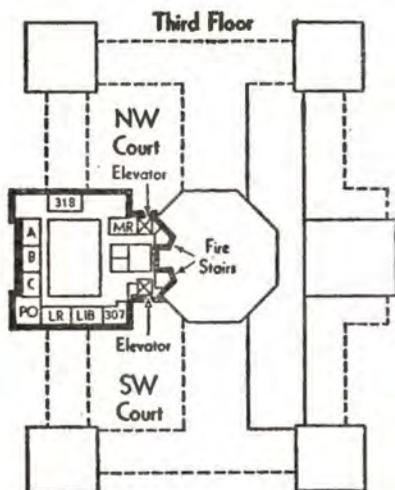
Music

Music appreciation. The music appreciation course aims to teach the student to recognize orchestral instruments by sight and sound. The student listens to the more familiar symphonies, concerti, overtures, and ballet music, and learns to identify their main themes. Lives of the more famous composers are studied.

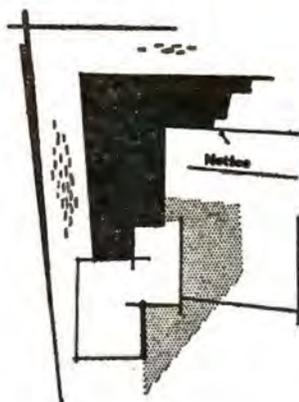
Diagram of The Library of Congress Capitol Page School 1966

ROOM DIRECTORY

- Principal's Office, 315*
- Languages, 324-C*
- Social Studies, 318*
- Science, 307*
- Library, 309*
- Business Education, 324-B*
- English, 324-A*
- Mathematics, 307*



School Procedure



Living Conditions

No dormitory facilities are available for pages. Most pages live in nearby rooming houses. The school office maintains a list of rooming and boarding facilities. Each page is responsible for establishing his place of residence and conducting himself in such a manner as to reflect favorably upon himself and his sponsor.

Rules

All pupils are expected to leave the Congressional Library in a *quiet, orderly manner*. The elevator is a great convenience to the students in leaving for work on "The Hill." Courtesy to the elevator operator is expected.

School Balcony. Students are not allowed on the school balconies except by special permission from the principal.

Gum Chewing. The chewing of gum during recitation periods is not permitted.

Section. At the Capitol Page School the first period is section period. It is during the section period that the teacher takes the roll for the day, informs the office of the absentees. The teacher is available during this period for individual guidance.

Change of Address. All pupils are expected to give their current address and telephone number to their section teachers. The secretary's file must be up to date at all times.

Early Excuses. It is necessary sometimes to excuse pupils when there is an early session of Congress. The Sergeant at Arms of the Senate or the Door-keeper of the House telephones the school when this is required.

Absence From School. When a student is absent from school, he must bring a written excuse stating the cause and date of his absence. The note should be presented to the principal and his teachers for approval.

The valid excuses authorized by the Board of Education are—

1. Illness of the pupil, in which case a physician's certificate may be required.
2. Death in the immediate family of the pupil.
3. Exclusion by direction of Health Department on account of quarantine, contagious disease, or other causes within the province of that Department.
4. Subpena by a court of competent jurisdiction.
5. Detention of the pupil by civil authorities.
6. Observance of church holy days by communicants of any church.
7. Any unusual emergency declared by the superintendent of schools.

The student's record of days present, days absent (excused or unexcused), times tardy, and his department mark are entered on the permanent record with his scholastic marks. Colleges and prospective employers are very much interested in these records.

Suspension or Expulsion

Among the offenses which the Board of Education states as furnishing cause for suspension or expulsion are—

1. Immoral conduct
2. Indecent language
3. Violent or pointed opposition to authority
4. Persistent disobedience or disorder
5. Habitual tardiness
6. Unauthorized absence
7. Uncleanly conditions of person or clothing

Marking system

From—	To—	Grade
95	100	A
88	94	B
77	87	C
70	76	D
.....	Below 70	F (Failure)

Marks and Reports

At the end of each advisory (a period of 9 weeks), a report card is given to each student and to the student's sponsor. On the report card is the mark that the student has earned in every subject that he takes. The final semester mark, which is cumulative, is entered on the student's permanent record. The regulations require pupils living in this area to return the report card within 3 days. Pupils from a distant State must send the report to their parents and have it returned to the school by mail.

The marks are averaged by the subject teacher, who sends them to the section teacher to be recorded on the report card. In addition to the scholastic marks, the student's record for attendance, tardiness, and deportment appears on the report card. Absences are classified as excused or unexcused. The principal reviews the deportment mark and records a mark for general school conduct when there is evidence of unsatisfactory behavior, absence, or excessive tardiness.

Study and Character Habits

No student will be permitted to enroll in more than *four* subjects without special permission.

Boys should get adequate sleep in order to be sufficiently alert in the classroom.

Each subject must be prepared consistently since it is almost impossible to receive remedial work because of time limitations.

Good grades are essential not only for college entrance but also for an evaluation of the mastery of the subject. A personality and character rating is kept for each pupil and every teacher is consulted as to his opinion when the evaluation is consolidated.

Conclusion. After high-school graduation business organizations, higher schools, and other agencies are very anxious to consult a pupil's permanent records which are always available for inspection by qualified persons. Since it is an accepted fact that habits in secondary schools persist throughout adulthood, it is essential to form good habits *now!*

Fraternities

No fraternities are recognized by the schools. "Fraternities, and similar organizations are not officially recognized; are not permitted to hold meetings in public school buildings; and as such shall take no part in the life or activities of the school." Fraternities are under direct control and supervision of the parents.

Special School Services

Counseling Service. The principal is always willing to advise students as to their school program, scholarships, and entrance requirements of colleges or universities. The school also administers certain tests pertaining to college.

The Testing Program. Intelligence tests will be given to all students upon entrance into Capitol Page School.

Health Services. The pupils in Capitol Page School are entitled to consult the Medical Officer of the Capitol. The doctor's office is located on the first floor of the Capitol, Room H-166. Each student is required to have a thorough physical examination by the Capitol Physician at least once during the school year. The Principal will notify students of the examination dates.

Dental examinations are provided by the District of Columbia Health Department each year.

College Information. Pupils may obtain information concerning colleges from the catalogs and the college reference books in the office. Catalogs may be charged out for home study by consulting the secretary.

The principal assists students with high scholastic and character ratings to obtain scholarships.

College applications are transmitted to college on recommendation of the principal. Students are entitled to free transcripts.

Assemblies. Throughout the school year a variety of assembly programs are presented to the student body.

The Parent-Teachers Club. The purpose of the Capitol Page School Parent-Teachers Club, a voluntary organization of the parents and faculty of the school, is the fostering of the school's interests, with particular reference to the welfare of the students. The Parent-Teachers Club meets to discuss the school's program. At times the parents have formed special committees to undertake certain work in the interest of the students.

Use of School Facilities

Library. The school library is open each schoolday for the use of all students and faculty members.

All books may be taken out for a period of 2 weeks. A charge of 1 cent a day is made when a book is overdue. Books may be renewed. A maximum of three books may be taken from the library at one time. Pupils may not remove reference books from the library.

The library is a place for study and research. Return all books and magazines to their proper places on the shelves. A card catalog is available. Our school secretary acts as librarian.

Pupils are urged to consult the Life Adjustment Booklets on the rack in the library.

The Infirmary. The infirmary is located in the room adjacent to the principal's office. A student who becomes ill during class periods will be sent to the infirmary by the class teacher. The first-aid room of the Library of Congress with a registered nurse in attendance is available to the students of Capitol Page School. The principal will refer serious cases to the nurse.

Snack Shop—Cafeteria. During the recess period from 8 to 8:15 a.m. students may go to the coffee shop on the ground floor or the cafeteria in the "cellar" for a snack or breakfast. Food may not be brought to the third floor.

Lockers. The halls contain the lockers needed for the school. Please cooperate by keeping your locker neat. Throw refuse in the trash cans. Students are not allowed to open lockers during class changes, with the exception of Coffee Shop period, and before and after the schoolday.

Daily Bulletin. The bulletin contains the daily announcements. Each student should listen carefully to the reading of the bulletin in the first period class. Notices appearing in the bulletin must be approved by the office.

Textbooks. Textbooks are issued at the beginning of each semester. For each textbook a pupil receives he must sign a receipt accepting responsibility for loss of, or damage to, the book. Textbooks should be covered immediately and remain covered during the school year.

The School Store. The school store was established by the student council to permit pupils to purchase their pens, pencils, notepaper, and book covers.

Bus Tickets. Bus tickets, which entitle a pupil to ride any D.C. Transit bus for 10 cents a ride, may be purchased in books from the school secretary. The bus tickets may be used on schooldays only and no later than 7 p.m. Special arrangements have been made for the pupils of Capitol Page School to use the tickets before 7 a.m.

CONSTITUTION OF CAPITOL PAGE SCHOOL

(Revised February 1963)

Article I. Purpose

Section I. To bring about better cooperation and understanding between the student body and the faculty.

Section II. To give the students of Capitol Page School a greater share in the operation of their student government.

Section III. To provide the students a better opportunity in selecting a school program for themselves.

Article II. Student Council

Section I. There shall be a Student Council of Capitol Page School composed of seven members: A President, Vice President, Secretary-Treasurer, and four Class Representatives.

Section II. Powers of the Student Council

The Student Council of Capitol Page School shall have the power to:

1. Promote extracurricular activities.
2. Handle and appropriate all funds received from activities promoted by the Council under the direction of the adviser.
3. Draw up all necessary committees.
4. Foster programs on athletics and betterment of the school.
5. Charter school clubs authorized by the Principal and in accordance with the rules of the Board of Education.
6. Advise the Principal on contested elections petitions which have been referred to it by him.
7. Promote the general welfare of the Student Body.

Section III. Duties

1. The President shall be head of the Student Council. He shall call and preside over the meetings of the Council and maintain order. He shall enforce the laws of the Council, draw up all committees, appoint or direct the election of chairmen, and be member ex-officio of all committees. The President with the consent of the Council may also appoint a Sergeant at Arms and Parliamentarian, who also must be elected Class Representatives. These appointments will not be classified as offices but as extra duties for the Representatives.
2. The Vice President shall assume the full powers of the President in case of his absence. He shall act as an assistant and adviser to the President.
3. The Secretary-Treasurer shall keep full records of all meetings and shall carry on all necessary correspondence. He shall also have charge of all financial affairs of the Council, maintain the school store, and shall keep an account of receipts and expenditures. Upon request of the President or presiding officer he shall read the minutes of any preceding meeting during his term of office. Likewise upon the request of the presiding officer a complete report on receipts and expenditures shall be given.
4. The Class Representatives shall represent their classes respectively on the Student Council and at class meetings shall report on the activities of the Council. In the event a Class Representative is absent, the President of the class whose member is absent shall take his place.

Section IV. The Principal shall have unrestricted veto power over any action taken by the Council.

Section V. The Council shall meet at least once a week so long as school shall be in session.

Article III. Elections

Section I. Student Council Officers

The election of Student Council officers will be held in the early part of each semester on a date to be designated by the Principal. A student may be nominated for the office of President, Vice President, or Secretary-Treasurer, providing he submits a recommendation to the Principal two schooldays before the date of the election from ten students of the school saying, in effect, that he is capable of the position. The candidate must have passed every subject in the preceding semester and must have passed the second semester of high school. No student may run for more than one of the three offices. A student, having been nominated, will have an opportunity on the day preceding elections to give a campaign speech before the entire student body. Voting will be by secret ballot and will be conducted in the office of the Principal under his jurisdiction. Write-in ballots are permissible but no unnominated candidate can win on the first ballot. If he gets the majority of votes or if there is no majority and he is runner-up, there will be a runoff election between him and the candidate receiving the next highest number of votes, or the highest number, as the case may be. In order for a student to be elected to office of President, Vice President, or Secretary-Treasurer, he must receive a majority of the votes cast. If no candidate receives a majority, there will be a runoff election between the two candidates receiving the highest number of votes. If for any reason an officer must leave school, the election of another officer will be left to the discretion of the currently serving Council. If at any time a two-thirds majority of the students sign a petition calling for another election of any of the three officers of the Student Council, elections will be held in accordance with the rules stated above.

Section II. Class Representatives

There shall be elected one representative from each of the four classes of Capitol Page School. These elections shall be held in the early part of the first semester and on an early date in the second semester to be designated by the Principal. Vote will be taken by secret ballot. A student receiving a majority of the votes cast in his respective class shall be representative. Nominations and voting will be held in classrooms under the general jurisdiction of the Principal. No student may be eligible for the office of Class Representative to the Student Council if he has failed any subject in the preceding semester. Upon presentation to the Council of a petition calling for another election, and signed by three-fourths of any class, another election of its representative shall be held in accordance with the rules stated above.

NEWSPAPER:

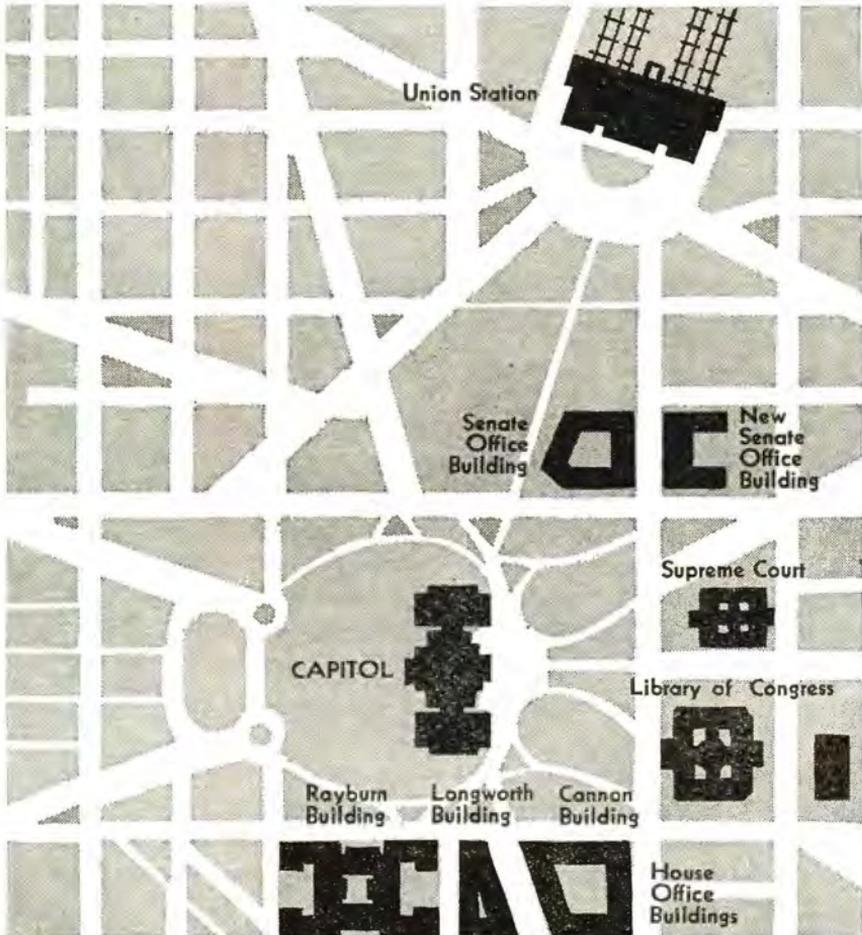
Editor.....	one letter.
Assistant Editor.....	20 points (each semester).
Staff.....	15 points (each semester).

HONOR SOCIETY:

President.....	20 points.
Vice President.....	17 points.
Secretary-Treasurer.....	17 points.
Members.....	15 points.

CLUBS:

Presidents.....	25 points (or 15 points each semester, if only 1 semester term).
Members.....	10 points (each semester).
Each Semester "A".....	10 points.
Each Semester "B".....	5 points.



Portion of Diagrammatic Map of U.S. Capitol Grounds for United States Capitol Page School Handbook. Rev. 12, 12:62 O.I.P.

BELL SCHEDULE—ALL A.M. CLASSES

Regular Schedule

1st period, 6:30-7:15
2d period, 7:15-8:00
Recess, 8:00-8:15
3d period, 8:15-9:00
4th period, 9:00-9:45
5th period, 9:45-10:30

Assembly Schedule

1st period, 6:30-7:15
2d period, 7:15-8:00
Recess, 8:00-8:15
Assembly, 8:15-8:45
3d period, 8:45-9:15
4th period, 9:15-9:45
5th period, 9:45-10:30

Student Activities



Student Council

The Student Council is the student-governing group of the Capitol Page School. The three officers are elected at the beginning of the first semester and a Class Representative from each of the four classes each semester.

Each class (freshman, sophomore, junior, and senior) elects a president, a vice president, a secretary-treasurer, and a sergeant at arms.

Council Activities. Several varied activities are sponsored by the Student Council throughout the year. These activities include dances, hayrides, trips to points of interest, etc.

A Senior Prom is sponsored by the PTC for the school in honor of the June graduating class. This dance is always formal and is held at a hotel ballroom.

The National Honor Society. Students who are chosen for membership in the National Honor Society are outstanding in *scholarship, service, leadership, and character.* The National Honor Society is a worldwide organization. No student will be considered for the National Honor Society who does not have a B average.

PUBLICATIONS

The Yearbook. The *Congressional* is a handsomely bound volume and is a complete record of activities of the Capitol Page School. The yearbook contains individual pictures of the faculty, biographies and pictures of all seniors, group pictures, informal pictures, and views of the school.

Newspaper. The *Capitol Courier*, the school's newspaper, prints the sport news and social events of the school. Boys interested in the newspaper staff should report to room 324A.

CLUBS

Activity Period. A period is set aside bimonthly for the meeting of the various clubs. It is held from 8:15 to 8:45 and the school runs on the Assembly Schedule on such a day.

Key Club. This club, sponsored by the Kiwanis Club, aids in the Christmas and Easter candy sales and participates in other school activities. The Members of this club are chosen by the faculty on the basis of character and service to the school. This club meets once a week.

Glee Club. Boys who enjoy group singing will like the work in which this club engages. Several assemblies are sponsored each year by the club.

Hiltonian Society. Both formal debates and chess tournaments, depending upon the interests of the club members, are held at the meetings of this club.

Science Club. Students interested in performing scientific experiments and biological dissections will wish to join the Science Club. Several field trips are conducted throughout the year for its members.

Math Club. To give an introduction to college math, an introduction to differential calculus and other advanced topics.

Journalism Club. For those who are interested in writing for the *Courier* and others who are also interested in the styles of writing.

Clubs may be formed when there is a request from at least five boys with a faculty sponsor. Written requests may be submitted to Room 324-C, for review by the faculty. Clubs are revised each year depending on student interest and additional clubs may be formed.

ATHLETICS

No boy over 19 years of age may participate in interscholastic athletics. To be eligible for such participation, a student must be doing satisfactory work in three subjects.

Basketball. The basketball team is supervised by a qualified coach. The team practices during the week in a high-school gymnasium and plays games on the week ends with teams from high schools.

Letters for athletic participation are awarded each year by the faculty on the basis of the individual's ability, progress, cooperation, effort, attitude, spirit, and participation.

History



PAGES OF THE UNITED STATES CONGRESS AND SUPREME COURT

(Revised April 20, 1959)

Some light is thrown upon the genesis of the page system by the following comment in a report in the 27th Congress from a select committee, hereinafter referred to in more detail. The report states:

From the origin of the present Government in 1789, to the present time, they [messengers] have been employed under the orders and resolutions of the House and experience has attested the necessity of their services. The use of boys, or pages, was introduced at a later period; but from the first session of Congress held at the city of Washington, they have continued to be employed with the approbation of the House.

In the annual report for the year 1827 by the Clerk of the House of Representatives, M. W. St. Clair Clarke, the earliest record shows that in the 20th Congress, 1st and 2d sessions (1827-29), 3 boys were employed as runners, namely, Charles B. Chalmers, Edward Dunn, and John C. Burch, to wait upon 227 Members and 4 Delegates in the House of Representatives. In the 21st Congress, 1st session (December 7, 1829, to May 31, 1830), 5 boys were employed as runners, namely, Edward Dunn, John C. Burch, William T. Stewart, Templeman Brown, and James Oliver Pease. In the 21st Congress, 2d session (December 6, 1830, to March 3, 1831), and the 22d Congress, 1st session (December 5, 1831, to July 16, 1832), only 4 boys, John C. Burch, James Oliver Pease, Templeman Brown, and James Baldwin were employed as runners. In the 22d Congress, 2d session, and the 23d Congress, 1st session (December 3, 1832, to March 2, 1833, and December 2, 1833, to June 30, 1834, respectively), only 6 boys were employed as runners. In the 23d Congress, 2d session (December 1, 1834, to March 3, 1835), 9 boys were

employed; in the 24th Congress, 1st session, 12 boys were employed in December 1835, but in January 1836, 14 boys were employed. In the 24th Congress, 2d session (December 5, 1836, to March 3, 1837), 13 boys were employed as runners. In the 25th Congress, 1st session (September 4, 1837, to July 9, 1838, and December 3, 1838, to March 3, 1839), the name of John A. McCurdy is the only runner carried in the Clerk's report of the House of Representatives. However, a sum of \$25 was paid from the contingent fund for pages in the Hall, House of Representatives, in July 1838. During this period the messengers of the House seem to have done most of the work for which they were paid.

In the report of the Clerk of the House of Representatives, No. 364, Document 33, page 10, 26th Congress, 1st session, the names of "pages" were first mentioned and those listed in March 1839 were as follows:

Joseph B. Jardella, Joseph V. Follansbee, and Andrew Jackson Hurdle. From the 26th Congress, 1st session, through the 2d session and through the 27th Congress, 1st session, 12 pages were employed. The report does not show the number employed in the 27th Congress, 2d session, but in the 27th Congress, 3d session (December 5, 1842, to March 3, 1843), the following 8 pages were employed: John T. Stetson, James E. Harrison, Charleton Grosh, A. D. Bladen, L. Washington, John Fowler, George McDuffie Burke, and William L. Scott.

In the 27th Congress (1841-43) a select committee was appointed to inquire into the number of persons employed by the House to ascertain whether there were more "than the public good required"; also to see whether their pay should be modified. As one result of the inquiry the number of pages was reduced from 12 to 8, and their compensation was increased from \$1.50 to \$2 per day, and all extra compensation for overtime work was discontinued.

The select committee in its report to the House (H. Rept. No. 30, 27th Cong., 2d sess.) made this interesting comment:

Members frequently take interest in a promising boy, or have their sympathies awakened by his orphan or destitute situation, and press the officer of the House to engage him in this service. Under such circumstances the Doorkeeper would find it almost impracticable to refuse. Having thus been employed the committee on accounts cannot well decline allowing the ordinary compensation; and in this way, from causes having their origin in the best feelings of the human heart, the expenses of the House are unnecessarily augmented. If the House itself will prescribe the number, and adhere to it, the difficulty will be at once obviated.

According to the select committee, it seems to have been the practice to grant an extra allowance to the pages of \$250 at the close of each session. It appears that the pages performed extra services in the folding room, at which they were "sometimes occupied by night as well as by day."

As before stated, extra compensation was then discontinued. But some time later it became the practice to grant an extra month's compensation to

each employee, which, of course, included pages. An end was put to this practice in the 62d Congress.

The first Senate page was Grafton Dulany Hanson, appointed at the age of 9. His nonpartisan appointment received the austere recommendation of Senators Henry Clay and Daniel Webster. He was a direct descendant of John Hanson, President of the Continental Congress. Grafton grew up in this office, serving over 10 years. He later became Postmaster of the Senate and while still comparatively young was decorated for bravery by General Worth in the Mexican War. After Hanson had served as a page for several years, Isaac Bassett, also appointed by Daniel Webster, became the second page and served as Grafton's colleague.

Riding pages were equipped with ponies and mail pouches. Telephones had not yet been invented and communication with executive departments was by mail, sometimes a slow method. Consequently, riding pages were employed to more promptly dispatch letters of an urgent nature to the departments. With the advent of the telephone and other convenient facilities, such pages were dispensed with.

Telegraph pages delivered and dispatched telegrams to and from Members. Transportation facilities then were meager and slow, principally by horse-drawn cars which frequently became stalled on Capitol Hill until "hill horses" came to their relief. Telegraph pages usually traveled on the old-fashioned high-seat bicycles. These functionaries, too, were dispensed with when the telegraph offices were established in the Capitol and House Office Building. But before a telephone system was established in Congress, what was known as a Government telegraph office in the House lobby, solely for the purpose of sending official telegrams to the departments summoning officials to committee hearings, was set up.

In each of the cloakrooms of the House, prior to the erection of the first House Office Building, branch folding rooms, to which were assigned several pages, carried on a big business of folding speeches and documents for mailing. Members then usually stayed at their desks in the House and, being minus secretaries and clerks and even typewriting machines, would write letters and address franked labels for documents which were conveniently sent down and mailed from the adjacent folding rooms.

REMARKS OF PRESIDENT LYNDON B. JOHNSON
AT THE PRESENTATION OF CERTIFICATES
TO THE CAPITOL PAGE BOY SCHOOL GRADU-
ATES IN THE ROSE GARDEN, THE WHITE
HOUSE, JUNE 15, 1965

Ladies and gentlemen, Woodrow Wilson once said that the office of President requires the constitution of an athlete, the patience of a mother, and the endurance of an early Christian. Personally, I think he may have overstated the requirements of the Presidency. But from very long and close observation of 34 years, it seems to me that President Wilson may have been describing the requirements for congressional page.

So, whether your experience on the Hill has been long or brief, each of you in this page class has been through a very rigorous and a very demanding test. And I want you to know—each of you to know—that I am extremely proud of you.

From this point on you will turn upward along many different paths. All of you are exceptional young men with exceptional training. I am sure in your choices of professions, or other pursuits, many of you will achieve exceptional success. Whatever your pursuit, however, I hope the experience you have had at the heart of our representative democratic system will always be a part of your life.

Even if you do not choose a career of public service, I hope as private citizens you will live your lives with a high and an active sense of public duty and responsibility.

This is a time of change in America. All of us are awakening to the fact that America today is far different from the land into which my generation or your generation was born. The answers, the attitudes, and the approaches of 30 years ago, or 20 years ago, or even 5 years ago, are not now adequate to meet the new obligations or the new opportunities of the 1960's.

As one who shares with you a very abiding respect and affection for the Congress, I am especially gratified and pleased by the response that Congress itself has made last year and this year toward meeting the change of our changing times. Congress has done much to silence the critics and the cynics who have belabored it and have attempted to downgrade it.

You can all be proud that you served during a season when the Congress of the United States was strengthened and revitalized as a functioning, responsive, and conscientiously responsible branch of our system of government. And I am pleased that at their own direction they are now engaging in a considerable amount of introspection and study on how they can make the Congress stronger and better and more effective.

As this is a changing land, so America stands as a part of the changing world. There are some who would have mankind believe that the only choice of these times are choices between political philosophies. Actually, I do not believe that this is the case. In a real sense, the choice facing men

in every nation today, old or young, large or small, is a choice between moving into the modern world with all of its unlimited potential or turning back to the restrictive world that is dominated by the dogma and the doctrine of the 19th century.

So, in your lifetimes, and in the lifetimes of the majority of the nations on earth, the total human knowledge has doubled twice. The growth of human knowledge has made obsolete many of the causes of friction and contention and division among nations. Certainly the advance of human knowledge has made war itself obsolete and impossible as a means of resolving differences between large or small nations. Above all, the growth of human knowledge has rendered obsolete and archaic the doctrine on which the dogma of communism was constructed.

So, man today has in his capacity the potential of ending human misery or ending human life. We can really, for the first time, see the promise and the prospect of eliminating hunger and poverty, illness, bias, and prejudice in our own land and, we would hope, all around the world.

So, this is the work that we want to do. And this is the work which your generation will do. And that is why I have said over and over and over again that we of the United States invite all peoples—East and West—to pull back their curtains, and to tear down their walls, and to come out of the darkness of dogma and walk all together in the bright light of human knowledge and human freedom toward the peace that mankind must make together, and must keep together, on this earth.

I have seen many classes of Capitol pages graduate throughout the years. I would say that the class of which you are members faces the brightest and the most thrilling and the most hopeful prospects of any. For never before have young men like yourselves had so sure and so strong a prospect of being a part of the constructive building of a sane and a sensible and a rational world.

Whatever profession you choose as your own, I hope you will never forget that the ultimate success of our system rests upon the contributions that every citizen makes to public service.

And I would hope that as the days and weeks go by that you would, too, engage in a little introspection and ask yourselves, upon occasions at least: What did I do to make my country better, to make it stronger, to make my Government more efficient and more useful? And whether as the elected or the elector you will have a great opportunity to be leaders of your times in fostering the responsible and responsive politics that is needed at every level—local and State, as well as National and International.

You have been privileged to know some of the great leaders of these times in the legislative halls, and I hope that when your time comes you will keep faith by being leaders then in the cause of peace and freedom for the world, and for progress for all of humankind.

I went to sleep last night after reading a letter from a mother who was the mother of only one child, and that boy was now 20 years of age. She

just had gotten a letter from him and he said in 20 days he would be on his way to Vietnam. And she said, "Mr. President, I hesitate to take your time to write this letter, but I did not want to see my boy go away unless and until I could have your assurance that our Government and our country needs that boy and needs him where he is going."

He had lost his father. He was an only child. It was a difficult letter to dictate an answer to, but I had to write it this morning. And I told her that our liberty and our freedom was so precious, and liberty and freedom was in danger. And we had to call upon those who were capable and equipped to help us protect it. And all of us in our own way were doing the very best we could to preserve freedom, and that I did think it was necessary.

The mother had said in her letter that, if I felt that, she wouldn't, under any circumstances, object, although she did have to admit that while she did not want him out of the service, and she did not want him not to face up to his duty, she had to admit that she did not look with any favor to his going to that place at this time.

So, those of you who in a short time will be in the service of your country in one capacity or another, know how blessed you are to live in a system that was inherited by you as the result of the sacrifice of many thousands of young men like yourselves.

I believe that as you leave your present work that you will have gained from the Halls of the Congress a sense of duty and a sense of responsibility that will always make the job of serving your country a pleasant one for you.

Thank you very much.

THE CHALLENGE TO OUR COLLEGES

(Address by U.S. Senator John F. Kennedy, of Massachusetts,
June 9, 1958)

You have heard in recent months, I am sure, many a plea to follow a career in science or engineering. Our colleges are being compared unfavorably with those in the Soviet Union because they have not produced enough Sputnik scientists—enough technicians for export—enough space crashers and atom smashers.

I would not want to underestimate our serious needs in these areas. But this is not all we need to save the world, its peace and its freedom and its prosperity. Arms and science alone will not save us. We need, in addition, strong citizenship and strong leadership.

In our concern over the education of more scientists and engineers for the future America, we dare not neglect the education of its politicians.

I realize that most Americans are not concerned about the education of politicians. No education is considered necessary for political success, except how to find your way around a smoke-filled room. Those of you who are graduating this spring are urged to follow any number of other careers—by public officials, editorials, businessmen visiting your campus, newspaper advertisements—and your local draft board.

But in the midst of all of these pleas, plans, and pressures, few, I daresay, if any, will be urging upon you a career in the field of politics. Some will point out the advantages of civil service positions. Others will talk in high terms of public service, or statesmanship, or community leadership. But few, if any, will urge you to become politicians.

Mothers may still want their favorite sons to grow up to be President, but according to a famous Gallup poll of some years ago, some 73 percent do not want them to become politicians in the process.

Politics, in short, has become one of our most neglected, our most abused, and our most ignored professions. It ranks low on the occupational list of a large share of the population; and its chief practitioners are rarely well or favorably known.

Unfortunately, this disdain for the political profession is not only shared but intensified in our academic institutions. For both teachers and students find it difficult to accept the differences between the laboratory and the legislature. In the former, the goal is truth, pure and simple, without regard to changing currents of public opinion; in the latter, compromises and majorities and procedural customs and rights affect the ultimate decision as to what is right or just or good.

And even when they realize the difference, most intellectuals consider their chief function to be that of the critic—and politicians are sensitive to critics (possibly because we have so many of them). "Many intellectuals," Sidney Hook has said, "would rather 'die' than agree with the majority, even on the rare occasions when the majority is right."

Of course, the intellectual's attitude is partly defensive—for he has been regarded with so much suspicion and hostility by political figures and their constituents that a recent survey of American intellectuals by a national magazine elicited from one of our foremost literary figures the guarded response, "I ain't no intellectual."

And so the worlds of practical politics and academic scholarship have drifted far apart. "Don't teach my boy poetry," a mother recently wrote the headmaster of Eton; "don't teach my boy poetry, he's going to stand for Parliament."

But this mutual suspicion was not always the case—and I would ask those of you who look with disdain and disfavor upon the possibilities of a political career to remember that our Nation's first great politicians were traditionally our ablest, most respected, most talented leaders, men who moved from one field to another with amazing versatility and vitality. A contemporary described Thomas Jefferson as "a gentleman of 32, who could calculate an eclipse, survey an estate, tie an artery, plan an edifice, try a cause, break a horse, dance a minuet, and play the violin."

John Quincy Adams, after being summarily dismissed from the Senate for a notable display of independence, could become Boylston professor of rhetoric and oratory at Harvard and then become a great Secretary of State. (Those were the happy days when Harvard professors had no difficulty getting Senate confirmation.) Daniel Webster could throw thunderbolts at Hayne on the Senate floor and then stroll a few steps down the corridor and dominate the Supreme Court as the foremost lawyer of his time.

This versatility also existed on the frontier. Missouri's first Senator, Thomas Hart Benton, the man whose tavern brawl with Jackson in Tennessee caused him to flee the State, was described with these words in his obituary: "With a readiness that was often surprising, he could quote from a Roman law or a Greek philosopher, from Virgil's *Georgics*, *The Arabian Nights*, Herodotus or Sanchez Panza, from the *Sacret Carpets*, the German reformers or Adam Smith; from Fenelon or Hudibras, from the financial reports of Necca or the doings of the Council of Trent, from the debates on the adoption of the Constitution or intrigues of the kitchen cabinet or from some forgotten speech of a deceased Member of Congress."

This link between American scholarship and the American politician remained for more than a century. A little more than 100 years ago, in the Presidential campaign of 1856, the Republicans sent three brilliant orators around the campaign circuit: William Cullen Bryant, Henry Wadsworth Longfellow, and Ralph Waldo Emerson.

I would urge, therefore, that each of you, regardless of your chosen occupation, consider entering the field of politics at some stage in your career. It is not necessary that you be famous, that you effect radical changes in the Government, or that you are acclaimed by the public for your efforts. It is not even necessary that you be successful.

I ask only that you offer to the political arena, and to the critical problems of our society which are decided therein, the benefit of the talents which

society has helped to develop in you. I ask you to decide, as Goethe put it, whether you will be an anvil—or a hammer. The formal phases of the “anvil” stage are now completed for many of you, though hopefully you will continue to absorb still more in the years ahead. The question now is whether you are to be a hammer—whether you are to give to the world in which you were reared and educated the broadest possible benefits of that education.

It is not enough to lend your talents to merely discussing the issues and deploring their solutions. Most scholars, I know, would prefer to confine their attentions to the mysteries of pure scholarship or the delights of abstract discourse. But “would you have counted him a friend of ancient Greece,” as George William Curtis asked a century ago during the Kansas-Nebraska controversy, “who quietly discussed the theory of patriotism on that Greek summer day through whose hopeless and immortal hours Leonidas and his 300 stood at Thermopylae for liberty? Was John Milton to conjugate Greek verbs in his library, or talk of the liberty of the ancient Shunamites, when the liberty of Englishmen was imperiled?” No, the duty of the scholar—particularly in a Republic such as ours—is to contribute his objective views and his sense of liberty to the affairs of his State and Nation.

But if you are to be among the rulers of our land, from precinct captain to President, if you are willing to enter the abused and neglected profession of politics, then let me tell you—as one who is familiar with the political world—that we stand in serious need of the fruits of your education. We do not need men so timid or indecisive as the Congressman at the World’s Fair in 1900 who stared at the Siamese Twins * * * etc. We do not need political scholars whose education has been so specialized as to exclude them from participation in current events—men like Lord John Russell, of whom Queen Victoria once remarked that he would be a better man if he knew a third subject—but he was interested in nothing but the Constitution of 1688 and himself. No, what we need are men who can ride easily over broad fields of knowledge and recognize the mutual dependence of the two worlds of politics and scholarship.

I do not say that our political and public life should be turned over to college-trained experts who ignore public opinion. Nor would I give this campus a seat in the Congress as William and Mary was once represented in the Virginia House of Burgesses. Nor would I adopt from the Belgian Constitution of 1893 the provision giving three votes instead of one to college graduates.

Nor do I say that politics is an easy, comfortable profession (John Steven McGroarty). Yet ours is an essential role in a democracy; for as T. V. Smith—both a university professor and a Congressman—put it, “We catch it from both sides—but were it not for our kind, eventually there would not be two sides.”

And so I do strongly urge the application of your talents to the public solution of the great problems of our time—the conversion of our agricultural surpluses into a blessing instead of a liability—the prevention of business cycles which regularly throw millions of wage earners out of work through no fault of their own—the trend toward bigger government, bigger business, bigger labor, and a bigger squeeze on the small, independent individual—the conflicting problems of automation, of taxation, of international trade—the unsolved problems of mental illness—and, above all, the knotty, complex problems of war and peace, of untangling the strife-ridden, hate-ridden Middle East, of preventing man's destruction of man by nuclear war or, even more awful to contemplate, by disabling through mutations generations yet unborn.

We want from you not the sneers of the cynics or the despair of the faint-hearted. We ask of you enlightenment, vision, illumination.

REMARKS OF PRESIDENT JOHN F. KENNEDY
TO THE SENIOR CLASS OF THE CAPITOL
PAGE SCHOOL IN THE NEW FLOWER GARDEN,
THE WHITE HOUSE, JUNE 11, 1963

I want to express a warm word of welcome to all of the boys who served the Congress and served the country and also to their parents. We want to commend you.

I am delighted that these boys had an opportunity to serve as intimately as they have in the making of legislation. It really represents responsibility for them to have a chance to see the making of this Government, the making of our laws, as closely as you have. Really, it has given you almost a unique vantage point. So I hope all of you will make a determination to continue your interest in political life either as active participants on the national level, on the State level, or local level, or working in the executive branch of the Government and putting back into this free system of ours some of the values which you have derived from your service with us.

I want to commend you all for the work you have done. To carry on this work scholastically at the same time working as pages in the House and Senate is a very difficult task. So we know we are dealing with some of our best boys.

DAY OF DECISION

(Remarks by Vice President Lyndon B. Johnson before the graduating class, Capitol Page School, Washington, D.C., June 12, 1961)

Twenty years ago, in England, Winston Churchill spoke to an audience of young men about your age. In those remarks, he laid down this rule of conduct:

"Never give in! Never give in! Never. Never. Never. Never—in nothing great or small, large or petty, never give in except to convictions of honor and good sense."

For these days and times, those are strong words. Some might say they are old fashioned. But I commend them to you and would like to take them as text for my brief remarks today.

In each of our lives, this is the time of decision. What you are to be the rest of your days depends upon choices you make now and during the next few years. Not just your choice of career is involved. You will, in the highest sense, be choosing character, reputation, purpose, and ultimately your worth in life out of the many decisions these years thrust upon you.

You might wish—and your parents and friends might wish for you—more time, more experience, and less pressure in which to reach decisions of such lasting consequence. But that wish is idle. Delay itself shapes the future as surely as decisiveness.

With the precepts and values you already have, there is but one sure way: "* * * in nothing great or small, large or petty—never give in except to convictions of honor and good sense."

As an American clergyman of the last century put it: "Let men laugh, if they will, when you sacrifice desire to duty—you have time and eternity to rejoice in."

IN THE BALANCE

As it is for you, so it is for your country.

This is the time of decision for America. What America is to be for the rest of her days depends upon choices made now and within the next few years. Our national character, our world reputation, our historical purpose, our ultimate worth in the world—all are in the balance. It is idle to wish for more convenient times to decide a far more comfortable option to choose. Delay only shapes the future against us.

I say this pointedly and purposefully.

There is abroad among some Americans today a contagion of despair; a belief that our country is being outwitted, outmaneuvered, and outflanked by an adversary both irresistible and implacable. From this belief, there comes a rising cry for America to withdraw from the world, retreat from our opportunities, surrender our gains, and turn inward on ourselves with suspicion and distrust.

Outwardly and ostensibly, this doctrine is directed against elements of our national policy: against foreign aid and foreign trade, against military assistance and exploration of space, against economic growth and human welfare, against progress toward equality of rights and opportunities for all who bear the name, "American." But in a real sense the attack is not upon the policy but upon the institutions from which our policy flows: the Congress, the courts, the Executive, the military command, the Department of State, the Department of Justice—and beyond the Government, the churches, the universities, the unions of laboring men, the corporations of the businessmen, the enterprises of our farmers, and even upon the quality of our youth.

A TIME TO SPEAK

I do not propose, in these few minutes, to undertake the refutation of accusations unworthy of serious consideration. I do propose that it is time for responsible Americans, without regard to party, to make their voices heard, first, against irresponsible attacks upon the policies which have built our strength and secured our liberties, and, second, against ill-considered assaults upon the fundamental institutions of our free society.

There is a time to be silent and a time to speak. This is a time for responsible men to speak—and to be heard.

It has been said that "our ignorance of history makes us libel our own times." The libel of our policies, the slander of our free institutions, stems today from ignorance of history and of our own times as well.

America is not a nation in flight—fleeing before the advances of some irresistible foe. America is a nation—and freedom is a cause—much nearer to being victorious than to being vanquished. In the years of your lifetime, Communism has failed—and freedom has succeeded—in Greece, Turkey, Italy, Western Europe, and the Middle East. Communist guerrillas have failed—and freedom has succeeded—in the Philippines, Malaya, Burma, and elsewhere in southeast Asia. Communist governments have been unseated in Latin America. Communism has been rejected in the most troubled lands of Africa. Those victories have been won by men who cherished their own freedom and fought for it—and were able to fight for it because of the very American policies now under blind attack by some here at home.

Doubting men may say we are overcommitted, overextended, and overburdened. But let me say, there is only one position where we would be fatally overcommitted, where our capacity would be hopelessly overextended, where our resources and our people would be perilously overburdened. The one sure position of American folly would be to withdraw to Honolulu and San Francisco on the Pacific and New York and Boston on the Atlantic, Houston and New Orleans on the Gulf and attempt to withstand Communism from a Fortress America.

It is time for responsible Americans to raise their voices against the nonsense of American withdrawal from the world. If we should abandon the

outposts of freemen, we would be doomed to finish out our days in the fox-holes of fools here on our own shores.

Likewise, I say it is time for responsible Americans to raise their voices against the nonsense of these attacks upon the loyalty and integrity of the institutions of our free society.

OUR ENEMY IS WITHOUT

The enemy of our freedom is without—not within. But no nation, no society, can long stand when it is encouraged to distrust itself. Those who recklessly sow the weeds of suspicion among us do no service to the cause of freedom.

We have—as you well know—a Congress with a passion for keeping freedom strong. We have courts with a passion for protection of human rights—and God help us if it should be otherwise. We have ministers with a passion for human decency. We have professors with a passion for seeking and teaching truth. We have labor unions with a consuming desire to better the lot of the workingman. We have businessmen with a scrupulous respect for law and ethics unexcelled in the commerce of the world.

There is strength in the institutions of our society as well as the policies of our Government. We must not allow that strength to be dissipated under blind attack or diluted by the poison of irresponsible assault.

Fear of passing censure, or abusive criticism, must never cause responsible men to remain silent before irresponsibility. To repeat the words with which I began: "Never give in! Never give in! Never. Never. Never. Never—in nothing great or small, large or petty—never give in except to convictions of honor and good sense."

In this time of decision for America, what America is to be will depend in large measure on how faithfully responsible men live by that code.

OUR HIGHEST GOALS

In affairs of the world—in concerns here at home—we are on the right course. Our highest goals are within our reach. We must not turn back. We must not give in.

The challenge to all Americans, whatever their age, is to accept a sense of duty in facing the opportunities to which courage has brought us.

It is that responsible sense of duty—not a sense of irresponsible despair—that will carry our country to greatness and our cause to success.

I speak as I do before you because I remember Emerson's words: "* * * So near is God to man, when duty whispers low, 'Thou must,' and youth replies, 'I can.'"

You have been privileged to serve in one of freedom's greatest institutions—the Congress of the United States. You know the frailties of its Members, but you know the vastly greater strengths of the institution. You know as few young Americans are privileged to know the strengths of all the institutions of our Government and our country.

I urge you: Stand against those who doubt and despair and never give in. Stand with those who believe and keep faith and never give in. Your strength is great. Give of it all your days. Duty whispers to each of you, "Thou must," and I am sure each of you will answer, "I can."

REMARKS BY VICE PRESIDENT HUBERT H. HUMPHREY BEFORE THE GRADUATING CLASS, CAPITOL PAGE SCHOOL, WASHINGTON, D. C., JUNE 14, 1965

One of my obligations as Presiding Officer of the U.S. Senate is my responsibility for the Senate pages. Speaker McCormack fulfills a similar function in the House. With all respect to Dr. DeKeyser, I suppose I could say that the Speaker and the Vice President are the real principals of the Page School.

You have been exposed to the life of public service here in the Congress. The late Speaker of the House, Sam Rayburn, used to say that "service" is the most beautiful word in the English language.

Life in the Congress truly is a life of service.

The Members of Congress provide a direct link between the National Government and the almost 195 million persons who comprise this Republic.

This connection is vital in keeping our National Government responsive to the needs and opinions of its people.

I have spent a number of years in the Congress. In those years I have learned some lessons.

The first lesson has to do with the process of compromise.

There are 100 Members of the United States Senate; 435 Members of the House. No two States or regions of the United States have identical interests or prejudices.

One of the jobs of Congress is to reconcile such differences through compromise and accommodation.

The willingness to compromise—and I have done so more times than I can count—is the respect we pay to the dignity of those with whom we disagree.

Through reasonable discussion, through taking into account the views of many, Congress amends and refines legislative proposals so that, once a law is passed, it reflects the collective judgment of the American people. This is service in the true sense.

These skills and attitudes, I might add, are needed in the world as well.

World order and the rule of law will be secure on this earth only when men have learned to cope with the continuing conflicts of peoples and nations through peaceful processes of legislative bargaining.

A second lesson I have learned in the Congress is the importance of responsible surveillance. There are roughly 70 separate departments and agencies of the Federal Government. Some are small; some are large. All

are engaged in carrying out the will of the people as expressed through Congress.

These departments and agencies need a continuing critical review by the Committees and Houses of Congress. The genius of our Founding Fathers is nowhere more in evidence than in those sections of the Constitution which provide for checks and balances.

Through its review of the executive budget in the appropriation process, through committee investigations, through advice and consent on appointments and treaties, and through informal discussion, Congress seeks to improve and to support the executive branch of the Government.

This exercise in freedom protects and extends freedom. If legislative voices occasionally seem strident, citizens should take stock of what their world would be if no legislative voices were heard at all.

We know what happens in countries without independent and constructive legislatures.

There is a final lesson I have learned in Congress: the creative joy of politics. Each Congress is devoted in great measure to the development of new public policies designed to promote the general welfare and the national security. Congress is not a battlefield for blind armies that clash by night. It is a place where national objectives are sought, where Presidential programs are reviewed, where great societies are endlessly debated and implemented.

If, as Emerson once wrote, Congress is a "standing insurrection," it is a standing insurrection against war, poverty, ignorance, injustice, sickness, environmental ugliness, economic and personal insecurity.

Few careers open such remarkable opportunities for translating dreams into reality. A new bill, a creative amendment, a wise appropriation, may mean the difference between health and sickness, jobs and idleness, peace and war for millions of human beings.

Stemming from ancient parliamentary origins, the main job of Congress is to redress grievances, to right wrongs, to make freedom and justice living realities for all. What higher service exists? This is the essence of politics: to translate the concerns and the creative responses of a vast citizenry into effective and humane laws.

I will conclude with a personal note. For almost 20 years, Congress has been my home.

I have during that time been impatient of delays and procedural anachronisms—and so have my colleagues of the Congress. But I have seen in the halls of Congress more idealism, more humaneness and compassion, more empathy, more understanding, more profiles of courage, than in any other institution I have ever known. Like many of you today, I find it in my heart to praise and to thank my teachers.

Each of you, however, must also assume a personal responsibility for preserving freedom in these perilous times. And the nature of this responsibility is best illustrated by John Adams' notion of the spirit of public happiness.

It was this spirit, said Adams, that possessed the American colonists and won the Revolution even before it was fought—a spirit which is reflected in delight in participation in public discussion and public action. It is a sense of joy in citizenship, in self-government, in self-control, in self-discipline, and in dedication.

This Congress, I hope, has instilled in each of you this spirit of public happiness. And it will be your dedication to public service in turn—and the dedication of other Americans—that will insure the ultimate victory of freemen in their struggle against the forces of tyranny and oppression.

ADDRESS TO PAGE SCHOOL GRADUATES, CLASS OF 1956

(By U.S. Representative John D. Dingell, of Michigan)

It is a pleasure for me to be here with you tonight to honor those young men, past, present, and future, who have served in the Congress of the United States as Pages. Always the flower of American youth, these are well represented by the splendid young men we see before us tonight in the graduating class of 1956.

Opportunity always is accompanied by sacrifice and hard work if it is to bear fruit. This is no less true in Paging than it is in other fields of endeavor. The Page's life is by no means easy. There is some glamor—only a little—but mostly hard work. His schooling starts early—classes begin at 6:30 in the morning—and the hours of work often last until late at night. The work is by no means easy, requires a great deal of physical and mental effort and loyalty, integrity, and devotion to duty of a very high order. No Page can do a good job without both integrity and discretion of a high order.

We in Congress are indeed fortunate that our Pages are usually above average in intelligence and in health and stamina, although this is not essential to doing a good job in this occupation. More important by far are the qualities which I have mentioned previously. In all my years as a Page and since I have never known a member of the Page staff who got into serious trouble either before or after leaving the Hill.

The arduous training, the hard work, the example of the Members of Congress, and the high standards which the boys themselves set for their conduct seems to contribute effectively to prevention of difficulty.

All former Pages recall with fond memories the strong friendships, the rich experiences, the splendid opportunities to learn and participate in important governmental functions with a great deal of affection, happiness, and pride.

Few people realize to how large an extent the Page has an opportunity to participate in days of the greatest historical magnitude. No one but Members of Congress and a few high government officials can be present

at a time when war is declared, when Congress opens, or when the President makes his state of the Union message—yet the Page is there. How many other citizens have an opportunity to be present on the floor in such a real way during a time when action is taken on important bills amending social security, appropriating money, authorizing construction of highways, ships, vast dams, or the creation of programs for farm or workers.

These young men have an opportunity to work and go to school right in the center of American governmental activity. Indeed, they are in the very center of American Government, at the very keystone of the arch supporting freedom of all men everywhere.

Yet in the midst of the work—filing records, running of H.O.B.'s, answering buzzers, going to school before work and studying afterwards, the Page's life admits a certain amount of levity. One of my friends, Walter Harris, who is still with the Clerk, and I used to derive immense pleasure from placing cigarettes in the mouths of some of the statues in Statuary Hall, and I can recall that one statue used to be found holding a mop when the visitors arrived in the Capitol. Poor old Gus Cook, now deceased, used to search vigorously for the culprits but happily for the Pages of my day they were never discovered.

The young men of this year's graduating class are leaving us today for an opportunity to use the wonderful, rich, educational background which they have gotten in school and which they have achieved while working right in the Halls of Congress. While few, if any, will enter politics, nevertheless their background is one which suits them to politics or to public life. It does not, however, limit them to public life or politics since they have achieved an understanding of the American governmental system through their work which equals or surpasses that possessed by any young man of their age, regardless of his schooling.

The future for them is bright. They have maturity beyond their years. They have an education equal to any, and they have a will to work and desire to surpass which we can read in the hard days of school and work here on the Hill which they have displayed. They have our best wishes, and they have our prayers for their success. It is our hope that the background which they have gotten here on the Hill will serve them well and will enable them to cope with the problems of the world in such a way that the world may be a better place for their having been here.

