

New Frontiers

A newsletter for ★ educators

THE DEPARTMENT OF EDUCATION AND PUBLIC PROGRAMS AT THE JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM



Senator John F. Kennedy signs a copy of *Profiles in Courage* for a young fan, ca.1956–1957.

Profiles in Courage Turns 60!

In 1954, John F. Kennedy took a leave of absence from the Senate to undergo back surgery. During his recuperation, he set to work researching and writing the stories of US senators whom he considered to have shown great courage under enormous pressure from their parties and their constituents: John Quincy Adams, Daniel Webster, Thomas Hart Benton, Sam Houston, Edmund G. Ross, Lucius Quintus Cincinnatus Lamar, George Norris, and Robert Taft. The project resulted in the 1956 publication of *Profiles in Courage*.

In this Pulitzer Prize-winning book, Kennedy discusses the “problems of political courage ... and the light shed on those problems by the lives of past statesmen.” He describes the three types of pressure faced by senators as pressure to be liked, pressure to be re-elected, and pressure from their constituency and interest groups.

The project was a team effort, as Kennedy acknowledged in the

[continued on page 6](#)

New Exhibit Explores John F. Kennedy’s Early Life

Before he was president, John F. Kennedy was known simply as “Jack” to his friends and family. *Young Jack*, a new permanent exhibit at the John F. Kennedy Presidential Library and Museum, features documents, photographs, and objects that provide an intimate look at his childhood and family life, intellectual development, foreign travels, and military service. Through engagement with these primary sources, students may explore how a somewhat rebellious, fun-loving and academically under-achieving teenager took a serious interest in international affairs and started on the path of leadership that would one day lead to the White House.

School Years

A wooden desk from Choate, the private boarding school he attended from 1931-35, evokes the time Jack spent there as a spirited high school student struggling to keep his grades up. Accompanying the desk are revealing excerpts from correspondence between Jack and his father, along with this quote from a report by his housemaster:

“Jack studies at the last minute, keeps appointments late, has little sense of material value, and can seldom locate his possessions.”

Young people who are experiencing their own challenges, both inside and outside the classroom, may take heart in examining this evidence of a future president’s teenage troubles. They might well ask, “How did this ‘problem student’ become one of the foremost figures of the 20th century?”

Despite struggling with his studies at Choate and as a college freshman at Harvard, Jack always showed great interest in world affairs. During his time at Harvard, in the summer of 1937, he traveled through Europe and

[continued on page 2](#)



A wooden desk from Choate, the private boarding school Jack attended from 1931-1935, evokes the time he spent there as a high school student.

HIGHLIGHTS

3 JFK Reports on UN

4 Persuasive Writing Lesson

7 Spring 2016 Hemingway Exhibit

7 Spring 2016 Conference

New Exhibit Explores John F. Kennedy's Early Life *continued*

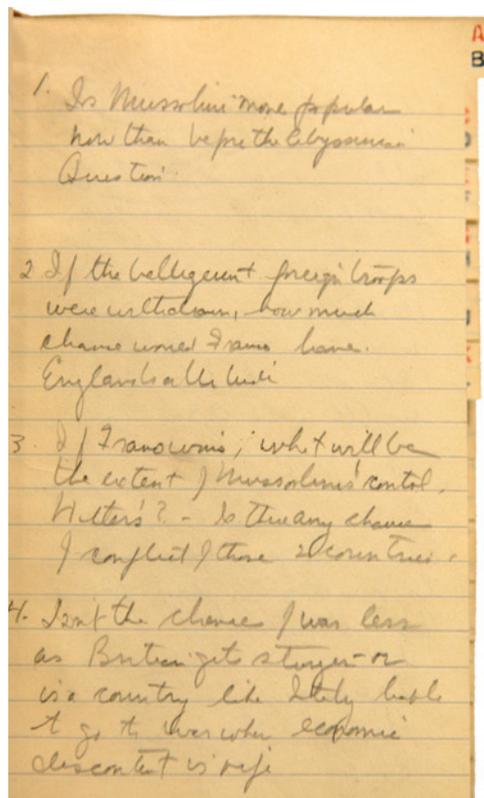
again in 1939 when his father was US Ambassador to Great Britain. Excerpts from his travel journals include probing questions that illustrate his maturing political insights about Europe on the brink of war. Photographs from the same period, including one of him posing as the Leaning Tower of Pisa, convey a playful sense of humor that helped make him popular among his many friends. Soon after graduating, he expanded his senior thesis into a book, *Why England Slept*, examining why the nation was slow to recognize the danger of Nazi aggression. Published in 1940, it became a bestseller.



World War II

Upon completing his studies at Harvard, Jack was eager to serve in the military and joined the Navy. His love of the sea and experience in competitive sailing made the Navy a natural choice. (The gallery window frames his favorite sailboat, *Victura*, when on display in the warmer months.)

In August 1943, Lt. Kennedy, stationed in the Solomon Islands, commanded a patrol torpedo boat, the PT 109. A Japanese destroyer sank the boat and two men were lost. Badly injured, Kennedy led the ten surviving crew members in an ordeal of survival for almost a week before being rescued with the help of two native islanders. Highlights of the exhibit include his dog tags, medals, and the now famous coconut husk that bears a rescue message inscribed by Kennedy. After he was discharged from the Navy at the end of the war, he wrote a series



Jack examines the coconut husk inscribed with the rescue message, Palm Beach, ca. 1944.

of articles on international issues from the serviceman's perspective, one of which is featured in the display.

A Kennedy Family Album

Students may trace young Jack's early years through his 1946 Congressional victory in "A Kennedy Family Album." This slide presentation captures the large, close-knit family and its exuberant spirit that helped to shape the leader he would become. Some of the images are being displayed for the very first time.

Visit Young Jack

Bring your students to see *Young Jack* and to participate in one of our guided programs for grades 3-12.

View programs at jfklibrary.org/schoolvisits. ★

Jack mimics the Leaning Tower of Pisa in a 1937 photograph.

Jack's journal displays a keen insight into global matters. The last two questions read:

"3. If Franco wins, what will be the extent of Mussolini's control. Hitler's?—Is there any chance of conflict of these 2 countries

4. Isn't the chance of war less as Britain gets stronger—or is a country like Italy liable to go to war when economic discontent is rife"

JFK Reports on Birth of the UN

In 2015, the United Nations commemorated its 70th anniversary. The founding conference took place in San Francisco in 1945 during the waning days of World War II. Among the more than 1,000 journalists covering the historic gathering was a recently discharged, young naval officer named John F. Kennedy. Kennedy had been hired by the Hearst newspapers to write a series of brief articles on the conference from a serviceman's point of view. He would spend a month in San Francisco and file 17 reports in all.

The article shown here is featured in the Library's new exhibit, *Young Jack*. It appeared in the *New York Journal-American* on May 7, 1945, one day before the war in Europe ended as the allies accepted Germany's unconditional surrender. Having lost friends, family members, and shipmates in the war—and narrowly escaping death himself—Kennedy knew firsthand about the selfless sacrifices of servicemen. He gave voice to a sense of disappointment and betrayal many veterans felt as they witnessed the seemingly selfish political maneuvering by conference delegates.

In a passage edited out of the longer piece that he had submitted, JFK saw history repeating itself. He recalled the situation following World War I, when “many international groups sprang up composed of young veterans. These organizations slowly fell apart ... under the constant bombarding and sniping of the ‘politicians.’” He observed that “some of them are here now having become the ‘politicians’ writing the new world order while a new set of young men, fresh from the wars, ask to be heard.”

Despite JFK's skepticism about the conference's outcome, his article ended on a hopeful note, reflecting a recognition among representatives from the 50 nations “that humanity cannot afford another war.”

Kennedy went on to cover other post-war events, including the British elections and the Potsdam Conference. However, he soon concluded that journalism wasn't for him because, he explained, “a reporter is reporting what happened. He is not making it happen.” ★

Serviceman's View: Allied Parley Dismays Vets

(John F. Kennedy, one-time Navy lieutenant in command of a P-T boat, decorated for bravery in action, is covering the San Francisco conference from a serviceman's viewpoint for the Journal-American. He is the son of former Ambassador Joseph P. Kennedy, and before the war author of the best seller “Why England Slept.”)

By JOHN F. KENNEDY.

SAN FRANCISCO, May 7.—No one can set himself up as a spokesman for the men in service. No

one can say: “This is what the servicemen think.”

There are 12 million of them and they think and speak for themselves.

I say this because I am going to try to tell you



LT. JOHN F. KENNEDY how a group of servicemen and veterans who are working at this conference as consultants and secretaries feel about it.

In their concern, and as a result of their interest, and because they wish above all else to spare their children and their brothers from going through the same hard times, it is perhaps natural that they would be disappointed with what they have seen in San Francisco.

I suppose that this is inevitable. Youth is a time for direct action and for simplification. To come from battlefields where sacrifice is the order of the day—to come from there to here—it is not surprising that they should question the worth of their sacrifice and feel somewhat betrayed.

The world organization that will come out of San Francisco will be the product of the same passions and selfishness that produced the Treaty of Versailles.

There is here, however, one ray of shining bright light. That is the realization, felt by all the delegates, that humanity cannot afford another war.

Newspaper article by John F. Kennedy, May 7, 1945.



Almost sixteen years after this article was published, John F. Kennedy took the oath of office to become the 35th president of the United States. In his inaugural address, he referred to the United Nations as “our last best hope in an age where the instruments of war have far outpaced the instruments of peace.” JFK returned to the same theme when he addressed the UN General Assembly on Sept. 25, 1961 [photo at right]. Calling for disarmament, the president issued a solemn warning: “Every man, woman and child lives under a nuclear sword of Damocles, hanging by the slenderest of threads, capable of being cut at any moment by accident or miscalculation or by madness. The weapons of war must be abolished before they abolish us.” ★



Jack's Plea for a Raise

Elementary Lesson on Persuasive Writing

John F. Kennedy's Personal Papers include early correspondence with his parents, siblings, and friends. These letters provide a fascinating window into young Jack's personality and reveal his keen sense of audience, humor, and critical thinking and persuasive skills. The budding author went on to publish his first book—*Why England Slept*—at age 23, then worked briefly as a journalist at the end of WWII. He later received the 1957 Pulitzer Prize in Biography for his book, *Profiles in Courage*.

Around 1927, the ten-year-old Jack wrote “A Plea for a Raise” in an attempt to convince his father to increase his allowance. In it, he presented a well-reasoned argument explaining that he used to spend his 40-cent allowance on “areoplanes and other playthings of childhood but now I am a scout and I put away my childish things.” In this last phrase, Jack may be making a biblical reference, “When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things” (1 Corinthians 13:11). One might interpret the reference to mean that he is ready to take on more responsibility, including financial responsibilities. Jack pointed out that he needed to buy scout supplies like “canteens, haversacks, blankets, [searchlights], poncho things that will last for years” and put in a “plea for a raise of thirty cents for me to buy scout things and pay my own way more around.”

In this lesson plan, aligned with Common Core State Standards, students analyze the document, “A Plea for a Raise” as an example of persuasive writing and use it as a model to prepare their own persuasive letters. They learn about John F. Kennedy's personality and character, and make connections to the leadership skills he displayed later in life.

Objective: Students will be able to analyze and interpret an historical document and write an effective persuasive letter.

Materials: Biography of John F. Kennedy, the document “A Plea for a Raise,” the graphic organizer “Analyzing a Persuasive Letter,” the graphic organizer “Preparing a Persuasive Letter,” photograph of John F. Kennedy and his family, chart paper or white board, examples of letters (friendly, formal, business), envelopes, and stamps.

Procedure:

Activity One: “A Plea for a Raise”

1. Invite students to share their knowledge of letter-writing. What types of letters have they written or received?



A family portrait of the Kennedy children: (L-R) Jean, Bobby, Patricia, Eunice, Kathleen, Rosemary, Jack, and Joe Jr. in Hyannis Port, Massachusetts, ca. 1928.

Record their responses on chart paper or white board, noting the purpose of the letters.

2. Ask students, *Have you ever written a letter to try to change someone's mind, or convince that person to take a particular action or position?* Explain that this is called a persuasive letter. *What makes a persuasive letter effective?* (Strong arguments and good reasons that will persuade the reader.)
3. Show students the photograph of John F. Kennedy as a young boy and elicit students' prior knowledge of him. *Around 1927, when this future president was ten years old, he wrote a persuasive letter. Let's read it to find out why he wrote it and whom he was trying to persuade.*
4. Pass out copies of “A Plea for a Raise.”
5. Guide students to analyze the various components of the document. Here are some suggested questions:
 - To whom is JFK writing? How do you know?
 - What is the purpose of the piece? Why is he writing it?
 - What words and sentences does he use to support his purpose?
 - How has he organized it?
 - Why do you think he chose to make it look like a book?
 - What do you notice about his spelling, grammar, vocabulary?
 - Do you think the quality of his writing supports his purpose?
 - How would you have responded if you were his father?

continued on page 5

A Plea for a raise
 By Jack Kennedy
 Dedicated to my
 Mr. J. P. Kennedy

Chapter I

My recent allowance is \$0. This I used for areopleans and other playthings of child hood but now I am a scout and I put away my children things. Before I would spend 20¢ of my \$0 allowance and in five minutes I would have empty pockets and nothing to gain and 20¢ to lose. When I a a scout I have to buy

canteens, haversacks, blankets, searchlights ponchos things that will last for years and I can always use it while I can use a chocolate marshmallow sundary with vanilla ice cream and so I put in my plea for a raise of thirty cents for me to buy scout things and pay my own way more abund.

Finis

John Fitzgerald Kennedy

A transcript of Jack's letter is available online at jfklibrary.org/plea.

- What else do you notice about the document?
 - What questions do you have about it?
6. Students may use the graphic organizer “Analyzing a Persuasive Letter” to summarize their findings.
 7. Explain that biographers study historical evidence such as photographs and documents to try to learn more about someone’s personality, character, and special qualities, and to learn more details about that person’s life. Ask students to reflect on the document, its effectiveness, and what it reveals about JFK’s personality and character.

Activity Two: Writing Your Own Persuasive Letter

1. Explain that students will have a chance to write their own persuasive letter.
2. Brainstorm a list of things that they would like to obtain, change, or convince someone to do.
3. Once students have selected something they want, ask who it is they need to write to—who will be the

- “audience”? Have them use a blank graphic organizer “Preparing a Persuasive Letter” to plan their own letter. They should pay special attention to the second part of the handout in which they write convincing reasons to persuade their audience. (They may need to do some research to find out who should receive their letter.)
4. Provide models of letter formats for students according to the audience of their letter (informal, formal, business).
 5. Have students write a letter using the information from the handout. Help students find the address for their recipient and make sure students include their own address.
 6. Have students share their letters before mailing them.
 7. Post any responses on a bulletin board. ★

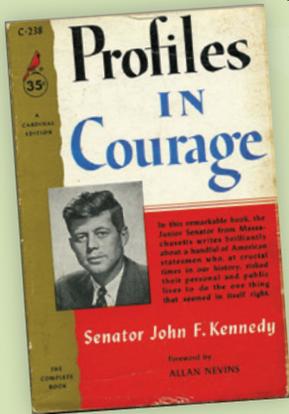
Download the complete lesson plan, connections to curriculum standards, the graphic organizers, and additional resources at jfklibrary.org/plea.

Profiles in Courage Turns 60! *continued*

preface, "The greatest debt is owed to my research associate, Theodore C. Sorensen, for his invaluable assistance in the assembly and preparation of the material upon which this book is based." He expressed deepest appreciation for the "encouragement, assistance and criticisms offered from the very beginning" by his wife, Jacqueline, to whom the book is dedicated.

Legacy of *Profiles in Courage*

In 1989, the Kennedy Library Foundation created the John F. Kennedy Profile in Courage Award in honor of President Kennedy and to recognize and celebrate contemporary examples of political courage. The award recognizes public officials who embraced unpopular positions for the greater good. The award is presented each May, the month of President Kennedy's birth, at a ceremony at the Kennedy Presidential Library and Museum.



Published on January 2, 1956, *Profiles in Courage* spent a total of 139 weeks on the *New York Times* bestseller list.

To encourage young writers in New England to discover new stories of political courage, the John F. Kennedy Library Foundation launched the Profile in Courage Essay Contest in 1994. Since 1999, the program has been open to US high school students in all fifty states, Washington, DC, US territories, and American students studying abroad. In 2015, over 1,900 students submitted essays representing fifty states and Washington, DC.

Matthew Waltman of Tenafly, New Jersey, placed first in the 2015 Profile in Courage Essay Contest. His profile of Tom Selders describes how the former mayor of Greeley, Colorado, took a stand on immigration reform that cost him his bid for re-election in November 2007. Waltman cites Kennedy in his introduction: "Like the courageous senators in *Profiles in Courage*, Selders was willing to 'sacrifice all—including his own career—for his principles and the greater good.'" Waltman, Selders, and Matthew's nominating teacher, John Deal, received recognition at the May, 3, 2015 Profile in Courage Award Ceremony. ★

★★★★★ PROFILE OF A PAST WINNER ★★★★★

Past Essay Contest Winner Receives New Frontier Award

"[It's] difficult to describe as an eighteen-year-old how wide-eyed I was, to be in a room with people I admired so, when I was invited up to be part of the Profiles in Courage ceremony after the essay contest."

—MAYOR PETE BUTTIGIEG OF SOUTH BEND, INDIANA

As a high school senior from South Bend, Indiana, Peter Buttigieg won first place in the 2000 Profile in Courage Essay Contest. Fast forward fifteen years: the Kennedy Library Foundation once again honored Buttigieg, now a Harvard graduate and Rhodes Scholar, this time with a New Frontier Award in recognition of the positive changes he has brought to his hometown.

In 2012, at age 29, he was elected mayor of South Bend where he has launched cutting-edge initiatives which have addressed a variety of concerns, including transparency in government, housing, and economic development. Buttigieg also serves as a lieutenant in the US Navy Reserve and was deployed to Afghanistan for a seven-month tour of duty in 2014. In a June 2015 editorial responding to Indiana's "Religious Freedom Restoration Act," Buttigieg self-identified as a gay man and stressed the importance of "values like respect, decency, and support for families—all families." ★



Caroline Kennedy and first-place winner Pete Buttigieg at the 2000 Profile in Courage Award Ceremony.



Congressman Joe Kennedy III (center) presented the 2015 New Frontier Awards to Pete Buttigieg, mayor of South Bend, IN, and Kirsten Lodal, Co-Founder and CEO of LIFT.

For contest information, including curriculum ideas and past winning essays, visit jfklibrary.org/essaycontest.



Ernest Hemingway recovering from a war injury in Milan, Italy, September 1918.

★ **Coming this Spring!** ★

Ernest Hemingway: Between Two Wars

“The world breaks everyone, and afterward, some are strong at the broken places.” —*A Farewell to Arms*

Ernest Hemingway: *Between Two Wars* is the first museum exhibition to explore the life and work of one of the twentieth century’s most heralded writers. Organized in partnership with The Morgan Library in New York City, the exhibition showcases almost one hundred rarely displayed manuscripts, letters, photographs, drafts of stories, and artifacts highlighting this most creative period of Hemingway’s life. From his days as a cub reporter for *The Kansas City Star* where he honed his writing skills based on the paper’s style sheet—“Use short sentences. Use short first paragraphs. Use vigorous English.”—to the seasoned author of *For Whom the Bell Tolls* who covered the D-Day invasion for *Collier’s* magazine, the exhibit humanizes the man who is often portrayed as a figure larger than life. Personal mementoes, including ticket stubs from bullfights, long-outdated passports, and a ring made of shrapnel from an injury he sustained in World War I, help to provide an intimate view of the Nobel Prize laureate. Drawn primarily from the Ernest Hemingway Collections at the Kennedy Library, the exhibition will be on view from April 11–December 31, 2016. Information on school offerings will be available at jfklibrary.org/hemingwayprograms ★



Noted Children’s Book Authors to Speak at Conference on April 6th

The John F. Kennedy Presidential Library and Museum is joining once again with the Kennedy National Historic Site to present a conference for elementary and middle school educators. *New Frontiers in Biography and History: Real-Life Stories to Inspire Young Readers & Writers* takes place at the Library on April 6, 2016, from 8:30 a.m.–3:00 p.m. The program brings together four of today’s most innovative, engaging authors of historical literature for children and young adults: **Tonya Bolden, Candace Fleming, Emily Arnold McCully, and Andrea Davis Pinkney**. They are pioneering new frontiers in the genre by writing about people who have been under-represented or neglected—and by going beyond the bounds of traditional nonfiction narrative for a fresh look at more familiar figures from the past. The program also features presentations by two outstanding educators—**Myra Zarnowski** of Queens College/CUNY, and **Mary Ann Cappiello** of Lesley University—who share effective approaches for integrating nonfiction into the curriculum and connecting with the Common Core standards. ★

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considering a field trip to the
Library. Please call 617.514.1600.*

Museum Hours

Daily, 9 a.m. to 5 p.m.
Closed Thanksgiving,
Christmas, and New Year's Day

5TH ANNUAL

PRESIDENTS' DAY

Family Festival

Monday, February 15, 2016
10:30 a.m. to 4:00 p.m.



Join us for a fun-filled day for all ages!

The day will include the opportunity to:

- ★ Meet Our Guest Presidents
- ★ Enjoy Performances, Gallery Talks, and Family-Friendly Tours
- ★ "Make and Take" Hands-on Activities

Special festival activities are free with paid admission, and children ages 17 and under are admitted free of charge on Festival Day. Regular admission fees apply to all other visitors.

Additional support for the John F. Kennedy Presidential Library and Museum's history and civic education programs is provided by **Ed and Patsy Fogarty and Family**, as well as:

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