

# New Frontiers

A newsletter for ★ educators

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

## 60th Anniversary of the Kennedy Administration

**2021** marks the 60th anniversary of John F. Kennedy becoming the 35th president of the United States. During the winter and spring of 1961, he launched what became two of the signature initiatives of his administration – the Peace Corps and the challenge to the nation to land a man on the Moon and return him safely to Earth by the end of the decade. And just five days after being sworn into office, he became the first US president to hold live televised press conferences, conducting on average one every sixteen days of his presidency.

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President Kennedy and Jacqueline Kennedy watch lift-off of Astronaut Alan Shepard aboard *Freedom 7* on the first US manned sub-orbital flight. May 5, 1961.



R. Sargent Shriver, Director of the Peace Corps, leads eighty Ghana and Tanganyika Peace Corps Volunteers to the White House, where President Kennedy gave them a personal send-off. August 28, 1961.



Two downed bombers on the beach. Presumably the aftermath of the Bay of Pigs Invasion in Cuba. ca.1961.



President Kennedy challenges the nation to land a man on the Moon by the end of the decade. *Special Message to Congress on Urgent National Needs*. May 25, 1961.



President Kennedy addresses reporters at a press conference in the State Department Auditorium, Washington, DC. August 10, 1961.

### HIGHLIGHTS

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## LESSON PLAN ★ Elementary, Grades 4–6

# The Peace Corps: Traveling the World to Live, Work, and Learn

**Topic:** Intercultural Understanding, Geography, History

**Grade Level:** 4-6

**Subject Area:** Social Studies

**Time Required:** 1-2 class periods

### Goals/Rationale:

The Peace Corps, a government agency launched during John F. Kennedy’s presidency, promotes intercultural understanding and provides service to interested countries. In this lesson, students learn about the purpose of the Peace Corps, gather information about the early projects, and reflect on the impact of the program.

### Essential Question:

How might living, working, and learning alongside people in other countries help make a more peaceful world?

### Objectives:

Students will be able to:

- identify countries on a world map: specifically, the first ten countries to receive Peace Corps volunteers.
- describe the purpose of the Peace Corps.
- describe the projects that took place in the countries.
- explain what a volunteer can learn by serving in the Peace Corps.

### Materials:

- World map handout: *1961 Peace Corps Projects*
- Document: *1/1/62 #80 Press Release*
- Video: Peace Corps Introduced – Universal Newsreel, “Kennedy Outlines Global Program” (<https://www.jfklibrary.org/node/18781>)
- Testimonies from recent Peace Corps Volunteers (<https://www.peacecorps.gov/stories/>)

### Prior Knowledge and Skills:

It is helpful for students to have a basic knowledge of maps and continents.

### Historical Background and Context:

The idea for a program that would send US volunteers to serve in countries abroad originated in Congress in the late 1950s. In 1960, Senator Hubert H. Humphrey of Minnesota and Representative Henry S. Reuss of Wisconsin proposed legislation to establish a federal volunteer program for service abroad. In the fall of 1960, during his presidential campaign, John F. Kennedy called

### Lesson aligns with the following standards:

National History Standards Standard 2: Historical Comprehension Massachusetts History and Social Studies Frameworks Grade 4 Topic 4: Civics in the Context of Geography: Countries and Governments	Common Core State Standards Gathering evidence from literary and informational texts to support a claim National Council for Social Studies C3 Framework Gathering relevant information from multiple sources while using the origin, structure, and context to guide the selection
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for “a peace corps of talented men and women” who would dedicate themselves to the progress and peace of developing countries. His inaugural address challenged all citizens, especially young Americans, to contribute in some way to the greater good, including his call to serve abroad.

Encouraged by thousands of letters from interested citizens, especially young people, the new president took immediate action to make the campaign promise a reality. Kennedy launched the Peace Corps on March 1, 1961 by Executive Order 10924 and asked his brother-in-law, Sargent Shriver, to direct the organization.

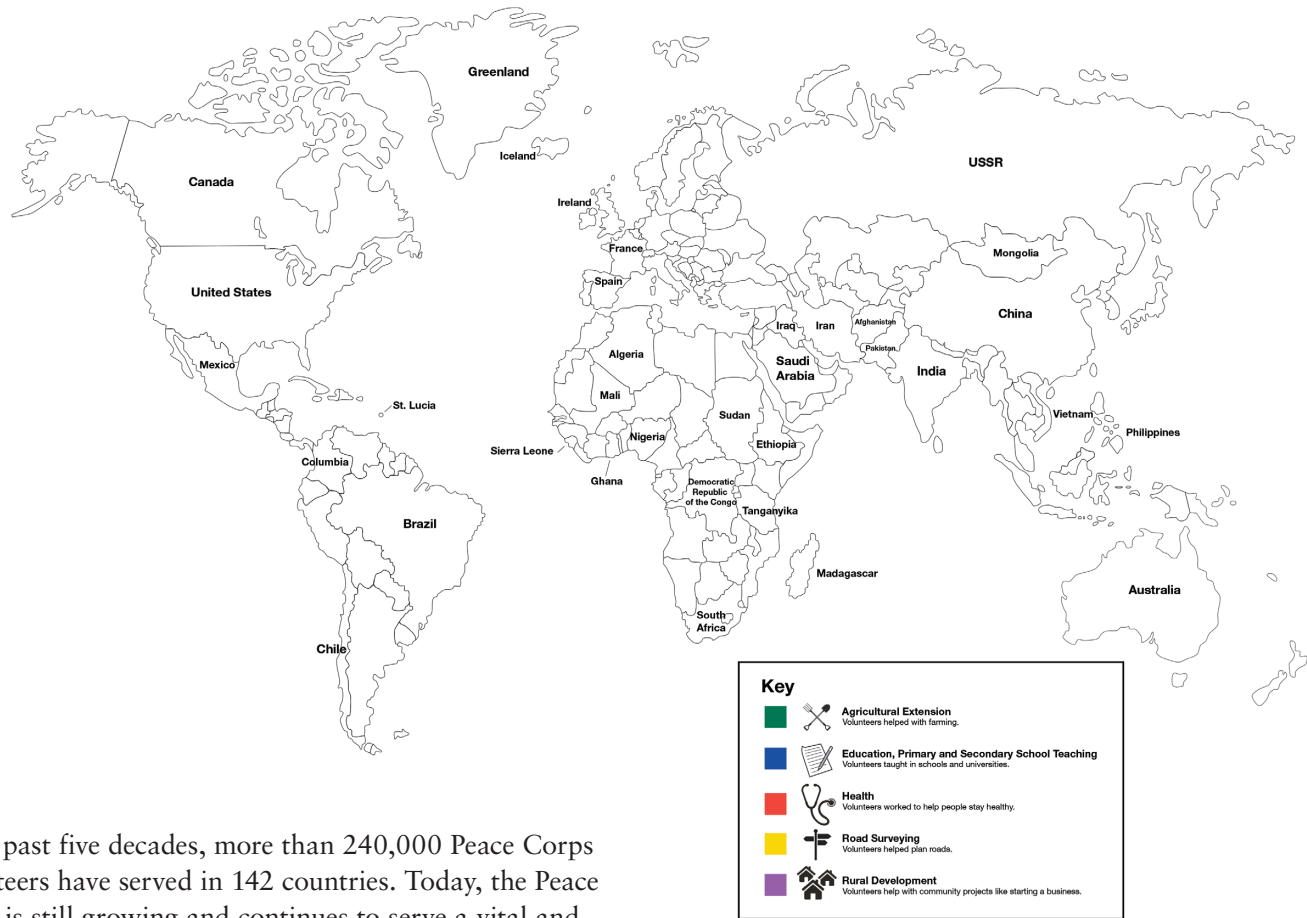
By January 1, 1962, the Peace Corps had trained and placed 580 volunteers in ten countries located in Africa, Asia, the Caribbean and South America. Serving only at the request of host countries, volunteers worked alongside community members in teaching, road surveying (planning roads), health (providing medical care), agricultural extension (farming), and rural development (construction and developing the local economy). There were 7,000 volunteers in forty-four countries by the end of 1963.

The “people-to-people” approach of the Peace Corps prepared volunteers to enter communities with cultural sensitivity. Developing relationships with people very different from themselves enabled volunteers to see their lives and their own culture through a different lens. The original mission of the Peace Corps remains the same:

*To promote world peace and friendship by fulfilling three goals:*

1. *To help the people of interested countries in meeting their need for trained men and women.*
2. *To help promote a better understanding of Americans on the part of the people served.*
3. *To help promote a better understanding of other peoples on the part of Americans.*

# 1961 Peace Corps Projects



In the past five decades, more than 240,000 Peace Corps Volunteers have served in 142 countries. Today, the Peace Corps is still growing and continues to serve a vital and relevant mission. In a world where cultural and religious differences have led to devastating violence, fear, and oppression, the Peace Corps continues to offer a unique vision of a government agency committed to intercultural understanding.

**Note to teachers:** The archival material in this lesson plan is from the early 1960s and has outdated language that would not be acceptable today. Specifically, in the newsreel, the countries are referred to as “backward and depressed” which, at the time, meant they were less developed in terms of their economy, industry, and agriculture. Also, the document refers to “peacecorpsmen” as a generic term for Peace Corps Volunteer. People of all genders have served in the Peace Corps, including those who served in 1961.

## Procedure:

1. Ask students if they have lived in or visited another country or state. What was similar to where they live now and what was different? Explain that learning about another country or culture is called intercultural understanding.
2. Introduce the video, explaining that in the first two months of his presidency, John F. Kennedy announced

the formation of the Peace Corps, a government service organization that would arrange for US citizens to travel to another country and work alongside people there to learn about each other, provide training and education to communities, and in so doing, work toward peace. As they watch the video, listen for the following information:

- What work will Peace Corps Volunteers do in another country? (*teaching, agriculture or farming, health care*)
- Will they get paid? (*they will not receive a salary*)
- For how long will they stay in the country? (*about two years*)
- What might Peace Corps Volunteers learn from the experience? (*a new language, how to live in a culture different than their own, new skills including problem-solving skills.*)

Discuss how sending Americans to serve in other countries might help work toward world peace.

3. Show the map of the world and explain that in 1961, Sargent Shriver, the first director of the Peace Corps, worked hard to arrange for ten countries to accept Peace Corps Volunteers. (Students might be interested to know

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## The Peace Corps: Traveling the World to Live, Work, and Learn

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that Sargent Shriver, known as “Sarge” was John F. Kennedy’s brother-in-law.) They will use evidence from an historical document to identify the countries and learn information about the first Peace Corps projects.

4. Distribute a hard copy or digitally present the document “Peace Corps, Press Release #80”. Analyze the document with students:

- When was the document written? (*January 1, 1962*)
- Who wrote the document? (*Tom Mathews, Chief of Public Information for the Peace Corps*)
- Who is the document for? (*Press releases are written to distribute to news media to share information.*)
- What is the document about? (*It is an announcement about the number of Peace Corps Volunteers who are currently serving overseas, where they are, and what kind of work they are doing.*)
- Why was it written? (*Perhaps to show how many Peace Corps Volunteers are already overseas even though the Peace Corps was launched only nine months before the document was created. It gives the public information about where Peace Corps Volunteers are working and what they are doing.*)

• Are there special markings? What might they mean?

Several handwritten marks:

- At the top of the page, a handwritten note, “Dear Jack—Thought this might interest you. Sarge” “Sarge” is Sargent Shriver, the first Director of the Peace Corps, writing a note to his brother-in-law “Jack,” the nickname of the President. Perhaps he wanted to show the President how well the Peace Corps was doing after only nine months.
- Handwritten note “already overseas” next to the number of volunteers in each country. Perhaps Sargent Shriver made this mark, too. OR the president?
- The text about additional projects is underlined, perhaps also by Sargent Shriver. OR the president?
- What questions do you have about the document? Discuss what Peace Corps volunteers might have done for each of the projects.

See *The First 9 Peace Corps Projects* as a teacher resource for descriptions of the Peace Corps projects (<https://peacecorpsworldwide.org/the-first-9/>).



Peace Corps volunteer Willie Douglas in northwest Pakistan.

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5. Explain that students will use the evidence in the document to make the map into a Peace Corps teaching tool.

- Discuss the key, using the symbol to explain what the Peace Corps project entailed. (*For example, the symbol of a rake for agricultural development shows that volunteers helped with farming.*)
- Have students color the countries listed in the document, using the key to select the color that corresponds to the project(s) that took place in that country. (*Some countries have more than one type of project so they will have more than one color. Students may only be able to draw a line or dot on small countries like St. Lucia.*)
- Discuss the map after it is finished: have students notice which continents had Peace Corps volunteers, which projects were most common, and why those particular projects might have been the focus in the first year of the Peace Corps. Additional questions might include: which country had the largest number of volunteers? Which had the fewest? What work might Peace Corps Volunteers have done in the different projects?

**Assessment:**

Read testimony from a current volunteer (<https://www.peacecorps.gov/stories/>) and write a paragraph to answer the question, “What can a person learn from being in the Peace Corps?”

There are many stories to choose from but here are some suggested links:

- Mother, daughter share Peace Corps connection to the Dominican Republic  
<https://www.peacecorps.gov/stories/mother-daughter-share-peace-corps-connection-dominican-republic/>
- “My Journey from inner-city Detroit to the military and the Peace Corps”  
<https://www.peacecorps.gov/stories/my-journey-inner-city-detroit-military-service-and-peace-corps/>
- “A Peace Corps Volunteer deploys science background to improve water quality in Peru”  
<https://www.peacecorps.gov/stories/peace-corps-volunteer-deploys-science-background-improve-water-quality-peru/>
- First-gen Q & A: Hmong American refugee gives back as a Peace Corps Volunteer  
<https://www.peacecorps.gov/stories/first-gen-q-hmong-american-refugee-gives-back-peace-corps-volunteer/>
- The Sky is Not the Limit: Calling Space with Moldovan youth  
<https://www.peacecorps.gov/moldova/stories/sky-not-limit-calling-space-moldovan-youth/>
- Boston-area grads focus on education and agriculture in Africa  
<https://www.peacecorps.gov/stories/boston-area-grads-focus-education-and-agriculture-africa/>

**Extension:**

Students can take the *JFK Challenge* using a free, immersive iPad mobile application from the John F. Kennedy Presidential Library and Museum. Users take Peace Corps training to learn Spanish and how to make building materials. They travel to a village in Colombia to build hospitals, dig waterways for clean drinking water, and get to know the local culture. The app features fun, kid-friendly animation combined with primary sources from the JFK Library’s Archives. Includes an Apollo 11 space challenge. (<https://apps.apple.com/us/app/jfk-challenge/id957358011>)

Explore the extensive resources of the Paul D. Coverdell World Wise Schools (<https://www.peacecorps.gov/educators/resources/>) program which fosters an understanding of other cultures and global issues by providing online educational resources based on the Peace Corps experience. It also facilitates communication among US learners and current and returned Peace Corps Volunteers. ★

*Dear Jack - Thought this might interest you.*

PEACE CORPS  
Washington 25, DC

Tom Mathews, Chief  
Public Information

PRESS RELEASE #80  
Phone Executive 3-8130  
Extensions 744,745,2074

FOR RELEASE JANUARY 1, 1962

On New Year's Day 1961, the Peace Corps was only an idea.

Today fifty Peace Corps Volunteers will board a plane at New York's Idlewild Airport for Sierra Leone, and assignments in that new West African nation as secondary school teachers.

With their arrival in Freetown tomorrow night, the number of Peace Corpsmen overseas will reach 580. They are serving in ten countries on three continents in projects ranging from teaching to road building.

Another 147 Volunteers are completing their training in the United States and will go abroad this month. Some will join Volunteers already at work in the Philippines and Nigeria. Others will start new projects in Thailand and Malaya.

The task of training 729 Volunteers was accomplished with the cooperation of 14 U. S. colleges and universities, three private organizations and 15 foreign educational institutions.

At year's end, here is where the Volunteers are assigned overseas and what they are doing:

COUNTRY	PEACE CORPS VOLUNTEERS	TYPE OF PROJECT
Ghana	50	Secondary school teaching
Nigeria	109	Secondary school teaching, university teaching
Tanganyika	35	Road surveying, geological mapping
Sierra Leone (arriving Jan. 2, 1962)	50	Secondary school teaching
India	30	Agricultural extension, industrial education
Pakistan	57	Agricultural extension, health, education
Philippines	127	Primary education (English and science)
St. Lucia	15	Agricultural extension, education
Chile	45	Rural development
Colombia	62	Rural development
TOTAL	580	

*already overseas*

The Philippine group will be joined on Friday (January 5) by 59 additional Peace Corpsmen requested by the Philippine Government.

On January 10, Malaya will receive 38 Volunteers trained for a rural development project, and a week later (January 17) a group of 50 Peace Corpsmen will leave for Thailand and a health-education project.

Even as these Volunteers depart for overseas assignments, scores of candidates for 17 new Peace Corps projects will begin Stateside training.

The first of these new projects gets underway Wednesday (January 3) when some 70 Volunteers will commence studies at the National 4-H Foundation in Washington, D. C. They will prepare for an agricultural extension project in Brazil.

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This January 1, 1962 press release lists the initial Peace Corps projects and includes handwritten notes from Peace Corps Director “Sarge” Shriver to “Jack” Kennedy.

## The Press Office: A Presidential News Conference Simulation

President Kennedy was the first US president to hold live televised press conferences. During his years in office, JFK conducted, on average, one every sixteen days. His first press conference was held January 25, 1961 – just five days after his inauguration.

Although presidential press relations date back to George Washington, the emergence of television fundamentally changed presidential relations with the press. President Eisenhower was the first to permit television equipment to record press conferences. James C. Hagerty, Eisenhower’s Press Secretary, edited the films from these conferences before releasing them to the public.

The press secretary’s central role continued in the Kennedy administration. JFK’s press secretary, Pierre Salinger, handled the flow of news from the entire executive branch of government as well as from Kennedy’s office. One of Salinger’s responsibilities was to prepare the president for his televised press conferences.

The day before each press conference, Kennedy’s press office would agree on the twenty to thirty questions they believed would be asked by correspondents. Pierre Salinger noted in his memoirs that the public information officers were excellent at anticipating questions. For questions “in sensitive areas,” the staff would provide a background briefing and a suggested response.

### Lesson aligns with the following standards:

National History Standards US History, Era 9: Postwar United States (1945 to early 1970s) (2), (3), (4) World History, Era 9: The 20th Century Since 1945: Promises and Paradoxes (1) Common Core State Standards National Council for Social Studies C3 Framework for Social Studies State Standards	Massachusetts History and Social Science Framework USII.T3; USII.T4; USII.T5; WHIII.T5 Massachusetts English Language Arts and Literacy Framework National Council of Teachers of English: Standards 1, 3, 4, 5, 6, 7, 8
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Salinger would provide the president with briefing papers the evening before the press conference. The next morning, at breakfast, the president would meet with Salinger and other White House staff members or cabinet officers to practice. Kennedy usually would require more facts for six to eight questions and, after the morning meeting, Salinger would work on researching the requested information. An hour before the 4:00 PM press conference, Salinger would go over the new information with Kennedy.

In this lesson, students act as members of President Kennedy’s Press Office with an assignment to prepare a briefing for the president on topics that may come up in a specific press conference. To fulfill this assignment, students explore the

PHOTO BY ABBIE ROWE. JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM



President Kennedy speaks to reporters during a press conference from a podium. Seated to the left of the podium are Associate Press Secretary, Andrew Hatcher (left, turned towards camera) and Press Secretary, Pierre Salinger. State Department Auditorium, Washington, DC. April 24, 1963.

Kennedy Library website, using both primary and secondary sources. As a culminating activity, students participate in a simulated press conference either virtually or in class.

## Objectives

Students will:

- discuss major events that occurred during President Kennedy's administration.
- discuss the role of the presidential press secretary and press conferences.
- conduct web-based research.
- analyze primary source documents and web-based materials.
- create press briefing materials for selected press conference dates.
- write appropriate and accurate press conference questions and answers.
- present orally their questions and answers for the press conference.

## Materials

All materials are available with the complete lesson plan at: <https://www.jfklibrary.org/learn/education/students/the-presidential-press-office>

- “The Presidential Press Office” webpage (<https://www.jfklibrary.org/learn/education/students/the-presidential-press-office>)
- Background reading: “John F. Kennedy: Launching into the Sixties”
- Handout: *Press Conference Worksheet*
- August 10, 1961 press conference briefing paper
- Audio and transcripts of President Kennedy's Press Conferences (<https://www.jfklibrary.org/archives/other-resources/john-f-kennedy-press-conferences>)

## Procedure

1. Distribute the “John F. Kennedy: Launching into the Sixties” article. Ask students to read the handout and answer the questions in class or as homework. This will provide them with some background information about the time period.

### PRESIDENT'S PRESS CONFERENCE

AUGUST 10, 1961

SUBJECT: FLIGHT OF REFUGEES FROM EAST GERMANY

#### QUESTION:

There have been a number of reports recently of unrest in East Germany. Reports from Berlin also indicate that the flow of refugees from East Germany is turning into a flood. There has been some speculation that these developments might portend a revolt in East Germany, similar to the one which took place in 1953. Would you care to comment on this?

#### CURRENT SITUATION REPORT:

1. There have been many reports recently of increased unrest in East Germany. Most of them have been related to unsatisfactory economic conditions, particularly food shortages.
2. There has also been a sharp increase in the flow of refugees to West Berlin. During July, over 30,000 refugees were registered. The rate during this period was considerably heavier than during previous weeks, the heaviest in fact since 1956 - the previous record.
3. Chancellor Adenauer recently characterized the situation in East Germany as one of "panic"

#### SUGGESTED POINTS FOR THE PRESIDENT'S REPLY

1. The Government has received a number of reports which indicate that the people of East Germany are unhappy with economic conditions. They are particularly disgruntled over food shortages, caused by the regime's agricultural policies.
2. There has also in past couple of weeks been an increase in the refugee flow to West Berlin. This is at least partially due to the fear that the East German regime may take measures designed to halt this loss of its manpower.
3. I think the thing to keep in mind is that these difficulties are a direct result of communist policies. The food shortages result from the East German regime's attempt to force the farmer

into

Briefing papers concerning the Berlin situation from the background material for President Kennedy's News Conference of August 10, 1961 (News Conference 15), page 1 of 2.

2. Ask students to read the webpage “The Presidential Press Office” in class or as homework. Discuss the extensive preparation by Kennedy and his staff for each press conference.
  - Why might Kennedy have chosen to participate in so many press conferences during his tenure in office?
  - Why might Kennedy have spent so much time preparing for these press conferences?
  - Should a president have frequent press conferences? Why or why not?
3. Distribute the *Press Conference Worksheet*. Divide students into groups of two to five and give each group a press conference date from the seven selected dates. Each group must research events that occurred within two to three months before their press conference date. (*The range of dates are noted on the worksheet.*)

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## The Press Office: A Presidential News Conference Simulation

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4. Have students complete the worksheet, either in groups or individually from their homes using the Kennedy Library website for their source material. Remind them that they need to use at least one primary source available on the website as part of their background information and cite all their sources. They should not use Kennedy’s actual press conferences as a source.
5. Ask each group of students to meet separately to go over their findings and select a topic which they would like to use in the press conference. In their groups, students should then develop one question Kennedy might be asked on that press conference date and the answer to that question.
6. Have students choose someone in their group to be President Kennedy and another person to be a reporter.
7. Have each group give their question to the reporter in another group.
8. As a full class, facilitate a simulated press conference with each reporter asking each President Kennedy a question.
9. Work with the class to correct any factual errors that students may have included in their press conference responses after each President Kennedy speaks.
10. After each President Kennedy answers a question, have students consider the information provided by the president and create a potential newspaper headline based on the presentation. This can be a headline found in a more “serious” daily newspaper, or a tabloid-style headline. This task can be done individually by students or as a group.
  - If done individually, the student will create their individual headlines to share with the class.
  - If performed as a group, a spokesperson in each group will share their headline with the entire class.
11. Award a point to the individual or group that you determine has the most creative headline for each press conference. Tally the points at the end and identify a winner.

### Assessment

The assessment for each group will be based on the appropriateness of their press conference question and the accuracy, appropriateness, and depth of the answer provided by the President Kennedy in each group.

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into the strait jacket of collectivization. The normal flow of refugees has been compounded by fears resulting from Soviet threats regarding Berlin.

4. We have the greatest sympathy for the people in East Germany. We sincerely hope that the Soviet Union and the East German regime will try to ease the tension, by diverting the energies they are now devoting to their campaign on West Berlin into an effort to improve the welfare of the people.

5. As to the possibility of a recurrence of the June 17, 1953 uprising in East Germany and our attitude thereto, I would not care to comment on such a hypothetical question except to note that the refugee situation and its possible consequences are fraught with danger to both sides, and I hope that the Soviet and East German leaders will keep this very much in mind.

Briefing papers concerning the Berlin situation from the background material for President Kennedy’s News Conference of August 10, 1961 (News Conference 115), page 2 of 2.

### Extensions

1. Have students read the transcripts from President Kennedy’s press conference for their assigned date. Assign them to write a report on the actual questions asked at the press conference and whether or not one of their questions and/or answers matched those of President Kennedy. Was there a particular focus of the questions asked by reporters? Were students surprised by the issues raised or questions asked? If the issue the students raised in their simulated press conference matched one in the actual press conference, how closely did Kennedy’s answer match their own? How might they have strengthened their answers?
2. Have students use their completed worksheets to create a formal press briefing document that includes (a) a potential question Kennedy may be asked on their press conference date, (b) a “current situation report,” and (c) “suggested points for the president’s reply.” They should follow the form of the August 10, 1961 press conference briefing paper.
3. Have students research any additional information that they did not find on the Kennedy Library website that would have been useful in developing an answer to the press conference question they created.

For a general overview of the White House Press Center history, visit [www.whitehousehistory.org/the-president-the-press-and-proximity](http://www.whitehousehistory.org/the-president-the-press-and-proximity). ★



## TEACHER SPOTLIGHT:

# Marlena “Lea” Pittman, Nominating Teacher of Anna Dougherty, Winner of the 2021 Profile in Courage Essay Contest

This fall, Marlena “Lea” Pittman, veteran history teacher at Paul VI High School in Haddonfield, New Jersey, required her AP US History and Pre-AP US History students to submit an essay to the *Profile in Courage Essay Contest*, just as she had every year since 2005. But this year was different, and not just because of the COVID-19 pandemic. In April, Pittman learned that one of her students, Anna Dougherty, was selected as the first-place winner.

Dougherty, a sophomore who loves to write and is interested in history, profiled Dana Redd, former Mayor of Camden, New Jersey. Her winning essay describes how Mayor Redd, the first black woman to serve as the city’s mayor, faced fierce opposition when she made the difficult decision to disband her city’s police force to form a county-run police department. Anna’s essay was selected from 2,290 submissions representing US students from all fifty states, Washington, DC, Puerto Rico, Guam, and those living in fifteen countries.

Dougherty, who has been learning remotely all year, reported that one of the most rewarding parts of winning the contest was having the opportunity to represent her high school on a national level. She also credited Pittman with challenging her to deepen her analytical thinking in her writing.

Pittman, who has been participating in the contest for sixteen years, first found out about the program from “...the little poster you send out. I was looking for a strong writing assignment that would be challenging for the AP students – really challenging. I started doing it in class. Now for juniors, it becomes their summer AP project.” She has had more students – *over 1,250* – submit essays to the contest than any other teacher.

As the nominating teacher of the winner, Pittman will receive the \$500 JFK Public Service Grant for school projects that encourage leadership and civic engagement. The nominating teacher is invited to join the student winner and their family in attending the Profile in Courage Award Ceremony at the John F. Kennedy Presidential Library and Museum – held virtually in 2021.



Anna Dougherty, winner of the 2021 *Profile in Courage Essay Contest*, described the political courage of former Mayor of Camden, New Jersey Dana Redd.



Marlena Pittman, Anna’s nominating teacher, has had over 1,250 students submit essays since 2005.



The subject of the 2021 winning essay, former Mayor of Camden, New Jersey Dana Redd.

The *John F. Kennedy Profile in Courage Essay Contest for High School Students* is sponsored by the John F. Kennedy Library Foundation and generously supported by John Hancock. This national competition invites high school students from across the country to write an essay on the political courage of a US elected official.

The 2022 *Profile in Courage Essay Contest* will open on September 1, 2021. The submission deadline is January 14, 2022.

To learn more about the contest and read the winning essay, visit [jfklibrary.org/essaycontest](http://jfklibrary.org/essaycontest). ★

*John Hancock*

# Collections Corner

While closed to the public this past year, archivists have continued to prioritize cataloging and digitizing the extensive collections holdings at the John F. Kennedy Presidential Library and Museum. In the last year, 1,964 folders holding 218,239 pages have been cataloged and posted. Spanning fifteen collections, the newly-online pages enhance the publicly-available content that informs our understanding of John F. Kennedy and his times. Take a look at some selected pages of a recently digitized item.

These pages are from one of several notebooks kept by John F. Kennedy containing quotations of notable individuals, notes, and various other writings. The notebooks are part of the Jacqueline Bouvier Kennedy Onassis Personal Papers and only one has been digitized. John F. Kennedy's own handwriting, along with that of others, can be found throughout the pages. A penciled notation along the bottom of Page 22 reads, "The first requisite of leadership is to be sure you are followed" and appears to be in John F. Kennedy's handwriting. It is intriguing to see what quotes or notes he was interested in from a variety of sources. They also illustrate his lifelong appreciation for the power of the written word.

To see more pages from this notebook online, visit [jfklibrary.org/asset-viewer/archives/JBKOPP/SF064/JBKOPP-SF064-006](http://jfklibrary.org/asset-viewer/archives/JBKOPP/SF064/JBKOPP-SF064-006). ★

A basic difficulty with democracy and capitalism is that in democracy all men are equal. (For example, each has a vote) while essence of capitalism is competition and inevitably inequality. This means the basic trend of politics in voting will be towards the equalization of wealth by political means - stopped only when a majority of the people have a sufficient stake in the economy and the status quo that they would rather conserve what they have than to increase their stake by redistribution of the wealth of those more affluent. This, however, could only occur in a period of maximum prosperity as at the present and the basic trend would be to the left.

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"Few discoveries are more irritating than those which expose the pedigree of ideas" -- Lord Acton  
(Equally irritating are those discoveries which expose the fundamental motives of those who sometimes advance those ideas)

"the statements are interesting - but steep."  
(Huck Finns reaction to Pilgrims Progress, which can be applied to much of what is written and said to-day.)

Don't ever take a fence down until you know the reason why it was put up.

G. K. Chesterton

\* "The hottest places in Hell are reserved for those who, in time a period of moral crises, maintain their neutrality"

Dante

When Huey Long was asked if we would ever have Fascism in this country - he said sure, but we'll call it anti-fascism.

Page 3.

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"Control over local affairs is the very essence of liberty"

Henry Grattan

"In all political systems there are relationships which it is wiser to leave undefined."

Joseph de Maistre

"Michael Collins was the man who fought the Black and Tan terror for twelve months, until England was forced to offer terms."

Arthur Griffiths Jan 7, 1922

"Since it is necessary to tell you, these same discussions which astound you constitute our honor. They prove above all our eagerness to defend the ideas which we believe just and fertile. These discussions have their inconveniences, but silence has more. Yes, glory to the countries where one speaks! Shame to the countries where one is silent."

Clemenceau to Boulenger

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Public health is the foundation upon which rests the happiness of the people and the power of the state. The first duty of a statesman is the care of public health.  
Benjamin Disraeli

Power tends to corrupt — and absolute power corrupts absolutely.  
Lord Acton

Let us develop the resources of our land, call forth its powers, build up its institutions, and promote all its great interest and see whether we also in our day and generation may not perform something worthy to be remembered.

From speech by Daniel Webster —  
Placed on a plaque in the  
House of Representatives

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In Flanders field the poppies grow  
Between the crosses row and row  
That mark our place  
and in the sky the larks still bravely  
singing fly  
Scarce heard amid the guns below

We are the dead short days ago we lived  
felt dawn, saw sunset glow,  
Loved and were loved; and now we lie in  
Flanders field

Take up our quarrell with the foe  
To you from failing hands we throw the torch  
Be yours to hold it high.  
If ye break with us who die  
we shall not sleep, though poppies grow  
in Flanders Field.

John McCrae

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Pope Pius XII  
Encyclical letter - 1940  
"Darkness Over the Earth"

"The State, then, has a noble function; that of reviewing, restraining, encouraging all those private initiatives of the citizen which go to make up the national life, and so directing them to a common end. But that end is not to be determined, as in its primary definition, by any man's arbitrary will, or even by the material prosperity of the civil society itself. It is determined by the duty of aiding man to the attainment of the perfection which is natural to him. The State itself is ordained by the Creator as a means and a protection for him, to that end

(over)

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Whoever considers the State to be the end towards which all is directed, to which all must bow, is of necessity an enemy and an obstacle to all true and lasting progress among the nations. That is true, whether this unlimited competence has been entrusted to the ruling power in the State by a decree of the nation or of some class within the nation, or whether that power has simply usurped the right to rule, regarding itself as the all-competent master of the situation, responsible to nobody.

The first requisite (over)  
of leadership is to be  
sure you are followed

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# 60th Anniversary of the Kennedy Administration

*continued from cover*

This edition features lesson plans that provide a deeper dive into the efforts of the first Peace Corps volunteers and a closer look at the role of JFK's press office and the hot topics covered in his press conferences, including the failed invasion of the Bay of Pigs, in what became "must-watch television". Photographs throughout this edition highlight some of the memorable moments of 1961 – from the lift-off of *Freedom 7* to Kennedy's historic summit with Soviet Premier Khrushchev in Vienna, Austria. ★



President Kennedy meets with Chairman Khrushchev at the U. S. Embassy residence, Vienna. June 3, 1961.

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