

{ member of Georgetown University  
Student Body } REMARKS Father Campbell

VICE PRESIDENT HUBERT HUMPHREY

FOUNDERS DAY

GEORGETOWN UNIVERSITY

MARCH 25, 1966

John Snyder

Father Bunn

70th Birthday

James Brown

your goal of 26 million

It is a pleasure to be here in the company of so many lovers of learning -- and a privilege to speak on

my favorite topic: education

connection a day between  
educ + catastrophes

I have spent much of my life as an educator.

Early in my career, I taught political science. For the past twenty years, I have practiced it.

In our American democracy, a politician must also be an educator, if he is to be effective. It is not enough to have ideas. To translate them into public policy and programs, it is essential to enlist the support of an enlightened and informed public opinion. And, as

"The difficulties perplex but do not dishearten me"

Begged to be excused from participating

(X)  
Insects  
H. G.

Hale Boggs  
magnifying glass

Refuge  
from class  
room

neg. ling  
ideas -

President Theodore Roosevelt observed, American public  
opinion is an ocean -- you can't stir it with a teaspoon.!

↳ The history of this University reveals much that  
bears upon my theme for today: the international dimensions  
of education, and the proposals of President Johnson to  
realize them. }

↳ Your founder, Archbishop Carroll, and many of his  
successors were educated in Europe. Throughout the  
years you have drawn deeply upon the learning and talents  
of scholars born or educated abroad.

↳ But you have also acted upon the scriptural injunction  
that it is "more blessed to give than to receive." ↳ Among your  
contributions to international studies, I should like to  
single out two in particular -- the establishment of your  
School of Foreign Service in 1919 and of your Institute  
of Languages and Linguistics in 1949.

U.S.  
submitted  
to you

In this Institute you teach many languages once regarded as exotic but which we now recognize as essential to the discharge of our responsibilities in the world. <sup>and</sup> You have also been teaching English as a foreign language to thousands of students from throughout the world.

Education has had an international dimension almost from its very beginning. Like many aspects of our civilization, we inherit it from the ancient Greeks. The international horizons of education in an open society have never been more nobly expressed than by Pericles. "We Athenians," he said, "throw open our city to the world and never by alien acts exclude foreigners from any opportunity of learning or observing, even though the eyes of an enemy may occasionally profit by our liberality." -

*Early Cultural Exchange -*

For many centuries scholars enjoyed the great advantage of having, in Latin, a universal language.

As it was supplanted by vernacular languages, and as the spirit of nationalism came to dominate the world, education lost for awhile some of its international perspectives. In some countries universities came to be hotbeds of chauvinism, with professors inculcating in their students the most extreme forms of narrow nationalism.

We in America -- with few exceptions -- have fortunately been spared these perversions of the true academic spirit.

Even in times of considerable national hysteria, our great universities and colleges have maintained the essential values of free teaching, free discussion and freedom of research.

DISSENT



↳ A University embodying a Jesuit tradition -- featuring individual initiative and independence of thought -- is particularly well-endowed to defend universal values when they may be attacked by the <sup>z xenophobic</sup> xenophobic passions of the moment.

↳ These are good times for education. Today we have in science a new international language, used and understood throughout the world. ↳ We are witnessing a greatly accelerated movement of students, scholars, information and ideas crossing national boundaries. ↳ The character of this movement has changed greatly over the past 25 years. More people are involved, and their social classes and cultural backgrounds are more diverse.

↳ The United States government has played a substantial role in this development.

↳ Through the Fulbright program and the Smith-Mundt Act, thousands of American students and scholars have studied and taught abroad.

↳ Of the 85,000 foreign students in this country, about 10 per cent are the recipients of some assistance from our government. Under contracts with the Agency for International Development, some 70 American universities are carrying on "technical cooperation activities" in 40 developing countries throughout the world. ↳ The State Department conducts exchange programs with 130 countries. ↳ More than half of the 10,000 Peace Corps volunteers overseas are engaged in classroom teaching.

↳ These by no means exhaust the volume and variety of the government's overseas educational programs. ↳ But all government programs are significantly outweighed by the activities of a multitude of private organizations such as

universities, corporations, religious groups, and other voluntary organizations. These institutions have not only offered their facilities but have provided thousands of scholarships to students from abroad. In training and educating many of the future leaders of countries old and new, we not only contribute to their development but also make an investment which benefits the United States.

The contribution of the Jesuit Order to international education -- with its worldwide network of colleges, universities and seminaries -- is most impressive and is steadily expanding.

So we Americans have become deeply involved in international education without many of us being fully aware of it. ~~like the character of Moliere who was startled to discover that he had been speaking prose all his life.~~ Education has become, de facto, an increasingly important aspect of our international relations.

*This is an <sup>educ</sup> administ*

President Johnson began his career as a teacher and so did I. There is no question in his mind-- nor in mine -- that education is at the heart of national, social, economic and political development.

For example: Today we are working with the Government of Vietnam to move forward from the old educational system which offered education to a tiny privileged minority. *Classroom Teachers initiate* We are aiding in the rapid expansion of Vietnamese universities there, just as we have in dozens of universities in Chile and Columbia, Ethiopia and Iran. *Classroom Teachers initiate* To give only one figure, the enrollment in Vietnamese universities has expanded from 2900 in 1956 to 21,000 in 1965 in large part due to these efforts.

*Classroom Teachers initiate* Secretary of Health, Education and Welfare John Gardner and Eugene Black, the President's special adviser on Southeast Asian Economic and Social Development, have both in recent weeks worked intensively in building programs

to provide broader and better education not only to South Vietnam, but to other independent nations of Southeast Asia. "Jefferson - You Can't be Both Ignorant & Free"

For education is <sup>a</sup> basic investment in ~~these~~ <sup>the</sup> nations' human resources <sup>of these nations --</sup> and in their ability to survive in an environment of hunger, poverty and outside aggression.

Our interest in international education, however, far transcends today's problems in Southeast Asia. Last fall on the occasion of the third centennial of the Smithsonian Institution, the President announced his intention to vastly expand our programs in the international education field.

This would begin with a plan to reinstate the original role of the Smithsonian Institution -- that of a center for international education, a meeting place of scholars from all over the world.

↳ The next step was a message to Congress proposing an "Act for International Education." In his message the President said:

"Education lies at the heart of every nation's hopes and purposes. It must be at the heart of our international relations."

↳ The proposed International Education Act of 1966 stands as an explicit commitment to that statement. It has four basic themes:

↳ First, it identifies the promotion of international education with our basic national interests, and particularly with building of peace -- "education for peace."

↳ Second, it is a commitment to a sustained effort in this field, continuing as far into the future as we can see.

↳ Third, it recognizes international education as a two-way process, and declares that we are as eager to learn as we are willing to teach.

Fourth, it offers educational cooperation to all nations, to "friend and foe alike."

The most important new step in our proposal is the establishment within the Department of Health, Education and Welfare of a Center for Educational Cooperation. This will provide for the first time a general headquarters for international education.

This Center will be to act as a channel of communication between our missions abroad and the American educational community. It will be supported by a Council on International Education composed of outstanding leaders from education, business, labor, the professions, and philanthropy.

The Center will not, however, supplant other governmental agencies already conducting programs in this field, such as the Agency for International Development, the State Department, and the U.S. Information Agency. Instead, it will bring all these present activities, and many new ones, into a sharper focus.

↳ The President's message and the International Education Bill do more than set forth general principles. They embody a program for putting them into effect. I have time here only to mention some of its salient aspects. They include:

↳ The opening up of new avenues for supporting the colleges and universities of the nation, so that they can make an even greater contribution to the tasks of international education.

↳ Funds will be provided for the further strengthening of the larger universities as the nation's leading centers of advanced training and research in international affairs.

↳ Assistance will also be given to the smaller colleges so that their students may graduate with a wider knowledge of the world in which they will live.

↳ The establishment of a corps of Education Officers to serve in our embassies abroad.



↳ Recruited from the top ranks of the profession, they will function in each country as the Ambassador's "chief of staff" for all educational relationships with the host country.

↳ The use, where appropriate, of excess foreign currencies owned by the U.S. (the so-called "counterpart funds") to endow bi-national educational foundations in other countries.

↳ The establishment of an Exchange Peace Corps, a kind of "Volunteers to America," bringing men and women here from abroad to impart to Americans a deeper knowledge of other languages and cultures.

↳ Finally, we have proposed a ~~kind of~~ international adult education at the highest level -- the organization of a series of seminars bringing together representatives from many nations and many disciplines to seek answers to the common problems of mankind.

All of us -- in developed and developing countries, alike, and on both sides of the Iron Curtain -- share the desire to make technology the servant rather than the master of mankind and its future.

All of us have to deal with the manifold difficulties of urban living, the relations of the mass media to inherited cultural traditions, the advantages and limitations of new methods of social inquiry, the impact of automation -- to cite but a few examples. All of us stand to gain from discussing these problems outside the context of competing national interests or actual negotiations.

The United States has not always been as cordial a host as Pericles was in Athens 2500 years ago. It is for this reason that the President has called upon the Secretary of State and the Attorney General to explore ways of removing unnecessary hindrances in granting visas to guests invited from abroad. We are moving also to lift restrictions on American scholars and scientists traveling abroad, including to Communist China.

*Vietnam  
Compulsions*

*Learn of Asia*

*Can the world learn -  
with half world knowledge }*

Act to  
Educ

We propose today to give education a new and high status in our international affairs, just as we acted last year to give it a high priority in our own society. We propose opening ampler two-way channels for international cooperation in education, and offer the support and encouragement of our federal government to this purpose.

Nevertheless, as the Chinese say, you can only row with the oars you have.

The success of these bold and generous initiatives will depend, in the last analysis, on the vitality and creativity of our educational system, from top to bottom. It will depend not least, upon our universities, public and private, secular and church-related, in all their rich and fruitful diversity.

It will depend, to come back to this time and this place, on institutions such as Georgetown University.

Through your efforts and those of other educational institutions, with the understanding and support of the United States government, our country and its people can become identified as a great educator of the world. The people of the world can come to regard us -- not as the gendarme of the universe but the global center of light and learning. Because the enlightenment of the mind and the renewal of the spirit is so important to civilization, the educator, the clergyman, the philosopher is as important in international relations as the diplomat and the soldier.

I join with you in pride for your century and three-quarters of service to this nation and its capital.

I join with you in the hope that the ambitious plans you have set forth for "Wisdom and Discovery in a Dynamic World" will be realized. I believe that the character, the enthusiasms, and the dedication of the people gathered here must surely give those responsible for the administration of this great University renewed confidence that they have not set their sights too high.

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# STENOGRAPHIC TRANSCRIPT

GEORGETOWN UNIVERSITY

INAUGURAL BANQUET

VICE PRESIDENT

HUBERT H. HUMPHREY

Georgetown University  
Washington, D. C.

March 25, 1966

(This transcript was prepared from a tape recording.)

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## BEGINNING OF TAPE I, SIDE 1

A VOICE: Mr. Vice President, welcome back to Georgetown. I'm sure that you realize from the reception which has been given you here today by the student body, that you are a person who is most welcome, particularly on this Founders Day, on this spot of Old North, where many distinguished citizens of this country, and of the world, have stood, beginning with George Washington.

And now, Mr. Vice President, it seems that the students have been up to something and I think I'd better turn this over to Frank Keating.

Frank.

(Applause.)

MR. KEATING: Mr. Humphrey, on behalf of the student body of Georgetown University, it is my pleasure to welcome you as the Vice President of the United States, to our campus.

In the 176 years since the University's founding, here in this yard, often on this very porch, Georgetown students have assembled to welcome men of fame and men of note. In the early years of this nation's history, George Washington, recently retired from the presidency, spoke to the Georgetown student body. He was followed in subsequent years by John Tyler, James Buchanan, Abraham Lincoln, Andrew Johnson, Ulysses Grant, and Grover Cleveland.



In the early years of the 20th Century Georgetown students welcomed William Howard Taft and Theodore Roosevelt. In recent years, Dwight Eisenhower and Lyndon Johnson addressed members of the student body. These, and other distinguished Americans and world leaders witnessed the growth of Georgetown University, the Alma Mater of all Catholic colleges in America.

Founded in the same year as our nation, in the year of the ratification of our Constitution, Georgetown has contributed distinguished citizens and leaders to every branch of American life and to every level of excellence.

When President Washington stood here, Georgetown was a small school within a young nation. Nurtured in the belief of liberty and representative democracy, according to the ideals of John Carroll, Georgetown's vigorous growth paralleled the growth of our country. And when those ideals were strained by division of the nation, when Lincoln reviewed federal troops on the campus, Georgetown had celebrated its Diamond Jubilee.

In that civil war nearly 2000 sons of Georgetown gave their lives in the defense of freedom as they saw it. To honor the dead of both sides the school adopted blue and gray as its official colors.

In the early years of the present century Theodore Roosevelt's visit to the campus coincided with American emergence as a principal industrial and military power. Georgetown grew as the nation grew.

By the time Presidents Eisenhower and Johnson visited our campus, Georgetown was a university of five undergraduate and four graduate schools. The United States was now a world power exercising its responsibility in the defense of freedom throughout the world, and in forwarding international understanding and cooperation.

You, too, Mr. Humphrey, have come at a time of change and challenge. The United States sees a duty not only to preserve the independence and integrity of free people, but to also extend the benefits of our expanding civilization to make the world a better place in which to live.

Georgetown, in the present day, is a vigorous university with an impressive history. Today as you celebrate with us the memory of our founder, John Carroll, Georgetown is embarking upon a new program of growth and excellence.

It is our honor to have you join us, and we, in the name of the student body of Georgetown University, would offer you a token of our respect.

Mr. Tom Kane, President of the yard will make the presentation.

(Applause.)

MR. KANE: Mr. Vice President, on this 25th day of March, 1966, the student council of Georgetown University, with their undergraduate student bodies, in recognition of the dedication to an interest in the future of the nation's youth, and his

inspiring leadership as a national and international figure, do hereby recognize the Honorable Hubert Horatio Humphrey, the Vice President of the United States, as an honorary member of Georgetown University's undergraduate student body.

(Applause.)

VICE PRESIDENT HUMPHREY: Thank you very much.

First, my warm greeting to the President of Georgetown University, Father Campbell, and my personal greeting to my fellow students --

(Laughter.)

-- Tom Kane and Francis Keating, and particularly to Miss Quinlan --

(Laughter.)

But I do think that I should make the record clear, that after having been so singularly honored by this citation that gives me all of the privileges, duties, responsibilities and -- (Laughter) -- other trappings of office, as a member of the Georgetown University's undergraduate student body, that I am not under the control, or the surveillance, or the discipline of Father Zeits.

(Laughter and applause.)

However, I can imagine that that wouldn't be too harsh a penalty. (Laughter.) As a matter of fact, it looks to me like it might be quite a pleasure and quite an honor.

(Laughter.)

Oh, the burdens of responsibility -- (Laughter.)

You don't know how happy you've made my day now, (Laughter) by indicating that there may even be a few words of gentle student dissent and discipline upon the faculty and administrators of this great university. (Laughter.)

But, truly, this is a very happy occasion for me and I am somewhat overwhelmed by the history of the occasion. I was listening to the roll call of honor, of those that have spoken to students and faculty, administrators of Georgetown University from this very porch, and I can well imagine that you can understand how I feel at this moment.

When you find yourself associated, if only by historical reference, to the great men of our nation, and to other great men of other nations, you feel very humble, and you also feel very inadequate.

I do want you to know, however, that I appreciated being included in that distinguished company. You have no idea what this does for a Vice President.

(Laughter and applause.)

And I'm very happy too that that great patriot of France, and that great lover of liberty, Lafayette, spoke from this porch. We want to remember those things when we have our little difficulties.

(Laughter.)

I have to tread very lightly on these matters of

international diplomacy. (Laughter.) And that's particularly true when I'm here at Georgetown with its great foreign service schools.

(Applause.)

I want you to know that I've watched, with meticulous care and detail, those of you that applauded that last statement.

(Laughter.)

There are many potential ambassadors in this group, (Laughter) and I'll be glad to give you a reference. (Laughter.)

This is the Founder's Day at Georgetown University, and of course it carries with it the memories of the history of greatness, and it carries with it the memories of service of thousands and thousands of our fellow Americans for the cause of freedom. And since I did mention the Foreign Service Institute I do not want to have it appear as if this is the only part of this great university of which I am aware.

I want Miss Quinlan to know that I am very much aware of the School of Nursing.

(Laughter.)

And I have, from time to time, met one of your most illustrious students.

(Laughter.)

And very frankly I'm sort of in love with Luci myself.

(Laughter.)

So when I go over to the White House this evening, where

I shall be for a little while, I hope that somebody will give me one of those jacket or lapel buttons that I can show that I too am a student at Georgetown.

(Laughter.)

But, a university is not an entity unto itself. A university is at the very heart of community life. And Georgetown University has been at the very heart of our nation's life. The roll call of honored citizens of this nation has literally hundreds and thousands of the graduates of this university.

And this university has contributed greatly in current days, in modern times. I understand that very shortly that the band will be taking a tour to Viet Nam. Is that correct?

This will be, let me tell you, an experience that these young band members will never forget. It will be one that will -- (Laughter.) They are not going to keep you there. (Laughter.) That is, not too many of you -- right now. (Laughter.)

But this will indeed be an experience for our men in the Armed Services in Viet Nam, and for the people there, that will once again remind all of us what a tremendous responsibility we have, and what an opportunity we have in the modern world.

I know that on this campus, right now, the Peace Corps is doing some recruiting. And since I am chairman of the Advisory Commission of the Peace Corps, and am the author of the Act in the Senate, I have a special interest in the success of this tremendous enterprise of ours, known as the Peace Corps.

The Peace Corps just celebrated its fifth birthday, and its record is, I think, one of the finest of any expression of American interest in the world that we've ever known. This is instant diplomacy, and the best of diplomacy. The Peace Corps provides a training school for foreign service, it gives a valuable experience that relates to our diplomacy second to none.

In fact the new director of the Peace Corps, Mr. Vaughn only recently suggested that in our foreign service examination, that credit be given for at least two years of experience in the Peace Corps, because I know of no place that you can contribute more to your country -- I know of no endeavor in which you can contribute more to other people, nor do I know of any experience where you can gain more, learn more, than by enlisting in, and participating in, and working within the Peace Corps.

So join up. We need you. Offer your services.

(Applause.)

Now that's my commercial for today. (Laughter.) If you'll invite me back sometime next fall I'll put in a plug for another institution that has political reference. (Laughter.)

But, at this particular moment I am a non-partisan, non-political Vice President. It's difficult, (Laughter) but I can stay that way for a little while.

I want to thank you and I want to once again express my sincere appreciation to Father Campbell, to the faculty, to the students of this great university. I can think of no

affiliation I would rather have than to be a member of Georgetown University's undergraduate student body. And if you have -- by the way -- if you have any demonstrations or protests that you are organizing please let me in on it.

(Laughter.)

Thank you very much.

(Applause.)

A VOICE: Thank you, Mr. Vice President.

I think all of you fellow students will be glad to know that I assured the Vice President he does not have to pay tuition next year.

(Laughter.)

Mr. Vice President, we are delighted you came, and since you are now a student of Georgetown, you should have a book, and so that you don't feel lonesome, some of them read books, too.

(Laughter.)

I couldn't resist that.

(Laughter.)

I would like to present to you a short history of Georgetown, called Georgetown, First In The Nation's Capital, written by Father Durkin here.

VICE PRESIDENT HUMPHREY: Thank you very much.

(Applause.)

(Music.)

A VOICE: Vice President Humphrey has left Old North



Porch and is on his way to New South Dining Room for luncheon at that location. We will continue to bring the address of Mr. Humphrey and Father Campbell from New South Dining Room.

(Music.)

(Applause.)

VICE PRESIDENT HUMPHREY: Thank you very much.

Thank you, Father Campbell, my good friend John Snyder, and our birthday friend today, Father Bunn, and the members of the Board and all of the faculty members and the friends and the alumni of Georgetown University.

I was so happy that it has already been noted that I have become a member of the student body. I reminded my fellow undergraduate students as this great honor was being bestowed upon me that I did not come under the discipline of Father Zeits; that he had no control over me. But there seemed to be general apprehension amongst the audience as to whether or not I would escape that gentle surveillance; but it is indeed a reassuring experience at my age to become a member of the undergraduate student body, and I welcome this high honor and find it a very exhilarating experience.

I am delighted to see my friend from Congress down in front of me, one of the leaders of our Congress, Hale Boggs, and it makes me feel all the more secure to know that you are here, Hale, to steady my feeble frame and to give me the encouragement that I need for this occasion.

I am well aware, Father Campbell, of the program that you have outlined; your program for enhancing and enlarging and enriching the facilities and services of Georgetown University. I looked over and saw my friend Francis Brown, who is a long time friend, and he had written me a three-page letter about this, and I just want you to know that if a word from the Vice President of the United States means anything, I hope that your goal will not only be realized but that it will be exceeded. And there isn't any reason at all that it shouldn't be.

(Applause.)

There is no better investment; and if in any small way I can be of any assistance on any occasion, I readily volunteer as a member of the student body.

(Laughter.)

I was intrigued by your reference to the words of the founder of this University, "the difficulties perplex but do not dishearten me." This is the experience of a man in public life all the time.

(Laughter.)

If it could only be that of being perplexed, the great challenge is to keep up your spirit and your will. I also noted that many of the friends of the founder begged to be excused from participating. This is not an unusual experience either when things go a little tough. It sort of reminds

me of what is going on in Viet Nam. When the situation is difficult sometimes you wonder where those are that you should want to find by your side.

I want to speak today on the occasion of Founder's Day concerning this University's great contribution to the life of this nation. The program before you, your founder's day program, reads like a history book of America. This 176th birthday of the founding of this great University is as much a part of American life as any of the great documents of our history. It came into being as the light of freedom, and was recognized in the Constitution of the United States. So Georgetown has a hold on the hearts of the American people because it is a part of the great history of this Republic.

And Georgetown, this area of our nation's Capital, is often referred to and remembered as the town that George Washington knew; the area that is at the very heart of our national identity. So may I just be the pleader for a moment for some community action. What a rare privilege it is to be associated with an institution that literally helped give life to this Republic. What a great privilege it is to be called upon to foster this institution and to enhance its place in the life of this nation. And while I have not been called upon to ask people to do anything, I would say that it would be a rare honor for any citizen of any means to have in his legacy and in his own personal history the known fact of his partici-

pation in the development of this great institution of learning.

So I call upon you to keep this University a bright light in this great American society of ours. Let it help light the way as it has in the past and be remembered as one who carried the torch of learning; be remembered as one who contributed to a living memorial for yourself. The continuity of civilization, the continuity of learning itself; what greater thing could you do.

I only hope that the words of the President of this University will be taken very seriously, whatever you planned on doing, redouble it.

I have often thought that America came into being because there had to be one nation and one people that could undertake tasks that other people thought were impossible. Anybody can do what is possible; there have to be a few people that can do what some people call impossible. And I know that it is not impossible to reach the goal of wisdom and discovery that this University has before it. I call upon you to do it, and I join you in that effort.

I know that it is not impossible to reach the goal of wisdom and discovery that this University has before it. I call upon you to do it, and I join you in that effort.

So I find it a great pleasure to be in the company of so many lovers of learning, so many benefactors and beneficiaries, too, of learning, and a privilege to speak on my

favorite topic -- and this is my favorite topic -- education.

I guess it was H. G. Wells -- I never could always remember these references; I should have a little booklet of them somewhere with me -- who said that "Civilization was a race between education and catastrophe." And I gather that we don't need to be reminded of it in any more graphic terms than current history provides.

Now, I have spent a good deal of my life attempting, at least, to be an educator. Early in my career I taught Political Science. My friend, Congressman Boggs, knows that I went to -- did some graduate work at Louisiana State University and was a teacher there for a while. And then coming back to my home State of Minnesota for further education in teaching.

For the past twenty years I have practiced some political science. I must say that I owe most of my students an apology for what I taught them after having been a somewhat -- (Laughter) -- after having been involved in some of the experiences of political life.

Now, in our American democracy an effective politician must also be an educator, particularly if he wants to be effective. It is not good enough just to have good ideas. To translate them into public policy and programs it is essential to enlist the support of an enlightened and informed public opinion.

And that's why the men in public office, particularly the elected official, must be one that in a real sense creates public opinion as well as reflects it. He must be an educator as well as a legislator or an administrator.

It was President Theodore Roosevelt who once observed, "American public opinion is an ocean and you can't stir it with a teaspoon."

It takes great ideas from great men to mold public opinion. Or possibly it takes a galaxy of little ideas, of men of lesser stature, to create any public opinion.

The history of this university reveals much that bears upon my theme today. The international dimensions of education, and the proposals of President Johnson to realize them.

Your founder, Archbishop Carroll, and many of his successors were educated in Europe. Throughout the years you

have drawn deeply upon the learning and talents of scholars born abroad and educated abroad. So we have been the recipient of much from other lands. In fact I've told my students so many times as I talked to them, and as I go about the universities when I become a little weary of Washington, I tell the students that they are the beneficiaries of a tremendous gratuity from their forebears.

What student is it, in the payment of his tuition that even comes close to a one percent down payment upon the learning that he is about to receive. In fact I've called upon the young people of America to dedicate a large portion of their life to public service, because they owe so much to that which has been due to society that has given them so much. Who can pay for our library and the books therein? The great accumulation of literature of the ages. Who can put a proper value upon art and science that is the accumulated product of hundreds and thousands of years, and literally millions of minds? And yet we talk about buying an education.

The education that I received was given to me by people of five -- ten thousand years past. And if I lived to be a hundred I could hardly make payment upon the interest, much less the principal. And I would hope that we would remember that the greatest gift that a society can give a young man or a young woman is the opportunity of the enrichment of the mind and the soul. And this, in a very large measure, comes from our institutes

of learning.

You have acted upon the scriptural injunction that it is more blessed to give than to receive. And among your contributions of giving, and among your contributions to international study, I should like to single but two in particular: the establishment of your Foreign Service School, or your School of Foreign Service in 1919, and of your Institute of Languages and Linguistics in 1949.

In this latter institute you teach many languages that were once regarded as exotic. And I can well imagine that in the early days of that institute some people received criticism for these "far-out" courses that were being offered, but which we now recognize as essential to the discharge of our responsibilities in the world. Because language is communication, and the inability to communicate is a weakness of almost unbelievable proportions.

Therefore, the emphasis upon the means of communication and the language that makes it possible is so valuable to our national security and our well-being.

And you have also been teaching English as a foreign language to thousands of students from throughout the world. And today as I came into this luncheon hall, I was shaking hands with students from the Congo, from Libya, from Chile, from one country after another. Students that are receiving the blessing of learning here.

Now education has had an international dimension since



its very beginning. Like many aspects of our civilization we inherited it from the ancient Greeks. The international horizons of education in an open society have never been more nobly expressed than by that famous Greek Patriot Pericles. Listen to his words.

"We Athenians threw open our city to the world and never by alien acts exclude foreigners from any opportunity of learning or observing, even though the eyes of an enemy may occasionally profit by our liberality."

Here was a great general, a great patriot, a great warrior, a great governor that understood that an open society gave strength to that society, and that whatever losses or weaknesses might be inherent in the fact that "an enemy may occasionally profit by our liberality" that those weaknesses were compensated for a hundred fold by the exchange of thought and of learning.

This is the first expression of cultural exchange, and I might add that Athens did not perish because of its education liberality. It was for other reasons that it met its fate of defeat.

Now, for many years scholars enjoyed the great advantage of having in Latin a universal language. As it was supplanted by the vernacular languages, and as the spirit of nationalism, or parochialism came to dominate the world, education lost some of

its international prospective.

In some countries in fact, in the early ages, in the early century, universities came to be "hotbeds" of chauvinism, with professors inculcating in their students the most extreme forms of narrow-nationalism. And even now we see this occasionally in other lands.

Now, we in America, with few exceptions, have fortunately been spared these perversions of the true academic spirit. Even in times of considerable national hysteria -- and we surely have had it -- our great universities and colleges have maintained the essential values of free teaching, freedom of discussion, and freedom of research, and freedom dissent. Valuable freedoms, never to be lost if you wish to be a free people.

A university embodying a Jesuit tradition, featuring individual initiative and independence of thought, is particularly well endowed to defend these universal values when they may be attacked by the xenophobic passions of the moment.

Now these are good days for education, and I'm pleased Father Campbell that you made note of the interest which our country has and our government has in education. Today we have in science, for example, a new international language, used and understood throughout the world. I see my good friend, the distinguished conductor of our National Symphony here, Howard Mitchell. And we have in music an international language that

penetrates every barrier, no matter how high the wall. There is a message in music, of freedom; a message of individuality, a message of the blessing of happiness. We are witnessing a greatly accelerated movement of students, and scholars and artists, and information and ideas crossing national boundaries.

The character of this movement has changed greatly over the past twenty-five years. More people are involved. And their social classes and cultural backgrounds are more diverse. Go to any campus in America today and you will find a whole world there before you. And some of the areas of this nation only a quarter of a century ago were literally isolated from the great dynamic forces of international politics and international learning. They are today at the very center of it. No longer do the students of other lands only come to the eastern seaboard or the western seaboard; they carry across the entire dimension and terrain of this land.

The United States government has played a substantial role in this development throughout such programs as the Fulbright program and the Smith-Mundt Act. Thousands of American students and scholars have studied and have taught abroad. And of the 85,000 -- and get that figure -- there are 85,000 foreign students in this country -- about ten percent are the recipients of some assistance from our government.

Under contracts with our Agency for International Development some seventy American universities are carrying on

technical cooperation activities in forty developing countries throughout the world.

Our State Department conducts exchange programs with 130 countries, and more than half of the 10,000 Peace Corps volunteers overseas are engaged in classroom teaching. We have become a great international nation in these recent years.

Now these by no means exhaust the volume and variety of the government's overseas educational program. But all government programs are significantly outweighed by the activities of a multitude of private organizations such as universities, corporations, religious groups, and other voluntary organizations.

I have yet to go to a country where I did not find some activity on the part of some voluntary group in the United States in the field of education.

I stopped by, only recently, a nursing home at Karachi, and a teaching hospital. And there I found once again an American university in cooperation -- the University of Indiana. I found libraries that had been stocked with the latest publications of a technical and medical nature by our great institutions, by our great corporations, our pharmaceutical corporations, our doctors, the American Medical Association.

The United States is becoming known as a university, as a center of learning. And I want our America to be known not only for its atom power, but its intellectual power. Not only for its military strength but its strength of learning and its

commitment to it.

The contribution of the Jesuit Order to international education with its world-wide network of colleges and universities and seminaries is very impressive, and is steadily expanding.

So we Americans, once the children of isolation, we have become deeply involved in international education, without many of us being fully aware of it.

Like the character of Moliere who was startled to discover that he has been speaking prose all of his life, we wake up to find out we have been involved in international activity whether we know it or not. And I must say, Father Campbell, it is the way I felt about federal aid to education. There was a long period of time that it was the subject of heated controversy. And I'm going to let you in on a secret -- I didn't mind as long as people were arguing provided that we continued to have it.

(Laughter.)

And while people were arguing about federal aid to education, its evils, and its limitations, some of us were just down there in Congress passing one bill after another.

(Laughter.)

And, finally, of course, we legitimized the whole proposition as I shall note here in a moment.

(Laughter.)

Education has therefore become ~~de~~ facto, sort of, an increasingly important aspect of our international relations.

I want to make it quite clear that this administration, and your President, are education-minded. President Johnson began his career as a teacher, and as I have said, so have I. You have the place loaded with teachers. (Laughter.) So you really have a vested interest in us. We dare not fail -- or everybody will suffer. We intend to include you in on it.

(Laughter.)

But when you take a look at the leadership in our great nation I can't help but note that the majority leader of the United States Senate, Mr. Mansfield, who was a professor of history at the University of Montana -- and I believe I'm correct that Carl Albert, the majority leader of the House had a record of teaching. I know that he was also a Rhodes scholar. And my good friend here is an able, distinguished college graduate who undoubtedly put his hand to teaching a bit.

So the teaching, the professorial profession has made inroads into government, while folks were not apparently looking. It was being done.

Today we are recognizing that education is at the heart of our national, social, and economic, and political development. We are working, for example, with the government of Viet Nam to move forward from an old educational system, inadequate -- which offered education to a tiny, privileged minority -- we are aiding in the rapid expansion of Vietnamese universities and teaching institutes, as well as elementary and secondary education.

Phenomenal progress. I was just reviewing it this morning, as I had been studying what we call the winning of the other war; the war on social misery and ignorance, and poverty. We are helping in the establishment of dozens of universities. The nations in South America, Chile, Colombia, and in the Middle East, in Iran and Ethiopia, and many other countries -- to give only one figure about Viet Nam, the enrollment in Vietnamese universities has expanded from 2900 in 1956 to 21,000 in 1965; largely due to these international efforts of which we have been such a singular part.

You know that recently the Secretary of Health, Education and Welfare, and a team of experts went to this besieged land to help plan the educational and health progress of that part of the world. And President Johnson's special advisor on Southeast Asian economic and social development, Eugene Black, along with Mr. Gardner, have in recent weeks worked intensively in building programs to provide better and broader education, not only in South Viet Nam, but to other independent nations of Southeast Asia and the subcontinent.

Jefferson said, "You cannot be both ignorant and free." And since our nation is committed to the expansion of the frontiers of freedom, automatically we are committed to the expansion and enhancement and enrichment of education. For education is a basic investment in the human resources of these developing countries, and in their ability to survive in an

environment of hunger and poverty and outside aggression.

Our interest in international education, however, far transcends the problems in Southeast Asia, difficult and as challenging as they are.

Last fall, on the occasion of the Third Centennial of the Smithsonian Institution -- I'm sure you all remember it. It was a great occasion in our nation's capital -- when the scholars from approximately ninety nations of the world gathered here in one great assembly. It was on that occasion that President Johnson announced his intention to vastly expand our programs in the field of international education.

This would begin with the plan to reinstate the original role of the Smithsonian Institution; that a center for international education, a home and a meeting place for scholars all over the world, from all over the world, would be provided right here in Washington, D. C., the nation's capital.

The next step was a message to Congress proposing the Act for International Education. You may recall these words: The President said, "Education lays at the heart of every nation's hopes and purposes," and it must be at the heart of our international relations.

And I ask you, my fellow Americans, to help it be possible for this nation to be remembered for its teachers, and not just its soldiers -- even though our soldiers, I'm happy to tell you -- even now, as they give of themselves with unbelievable



bravery, battling a vicious enemy in the battlefields of war -- also give of themselves to teach the young in the improvised classrooms and schools of that beleaguered area of the world, South Viet Nam. You would be -- oh, you would be so pleased to see what I've seen.

Men that are battle weary, your sons who have given literally a performance of courage and bravery beyond anything that this nation has ever known, as they come back from battle they take time to work with the little children; to conduct classes of adult education, to establish a library. I want to say to the teachers, and to great universities, and to schools of elementary, secondary, and higher education, you ought to be proud of your handiwork, as indeed parents should be. Because a society that can produce the kind of men that I have seen and that you have seen, that are fighting and working as they are today in South Viet Nam, that society has something to it. It has moral quality. It has soul quality. It has spirit. Not only the wealth of materialism, but the wealth of the mind and the wealth of the soul and of the spirit.

This is what impressed me more than anything else on the recent journey that I made to the Far East.

Now this proposed International Education Act stands as our commitment to international learning. And it has four basic themes.

First, it identifies the promotion of international

education with our basic national interests -- particularly the building of peace, education for peace. There is no peace in a world of ignorance and prejudice, and fear.

Second, it is committed to a sustained effort in this field of education, continuing as far into the future as we can see.

Thirdly, it recognizes international education as a two-way process. It declares that we are as eager to learn from others as we are willing to teach others.

And fourth, it offers an educational cooperation to all nations, friend and foe alike.

The most important next step in our proposal is the establishment within our government of a center for educational cooperation. And this will provide for the first time in this republic a general headquarters for international education. This center will be designed to act as a channel of communication between our missions abroad and the American educational community. And it will be supported by a council on international education composed of outstanding leaders from education, business, labor, the professions, and philanthropy

The center will not, however, supplant other governmental agencies. Instead it will bring all of these present activities into better cooperation and sharper focus.

The President's message and the International Education Bill do more, however, than set forth general principles and

statements of goodwill. They embody a program of action for putting these principles into effect.

And I have but a moment here to outline or mention some of the salient aspects. They include the opening up of new avenues for supporting colleges and universities of the nation so that they can make a greater contribution to the task of international education. And funds will be provided for the further strengthening of the larger university as the nation's leading center of advanced training and research in international affairs.

But assistance will also be given to the smaller colleges so that their students may graduate with a wider knowledge of the world in which they live. And there will be the establishment of a corps of education officers to serve in our embassies abroad. And these education officers will be recruited from the top ranks of the academic profession, and they will function in each country as the Ambassador's Chief of Staff for educational relationships with the host country.

The use, where appropriate, of excess foreign currencies owned by the United States, currencies generated from the sale of our surplus foods, will be used to endow bi-national educational foundations in other countries, so that we learn about each other through the institution, bi-national institution that teaches the language and the history and the culture of the respective peoples.

And then there will be the establishment of an exchange Peace Corps. A kind of ~~V~~olunteer to America, bringing men and women here from abroad to impart to Americans a deeper knowledge of the languages and the culture.

And, finally, we have proposed an international adult education at the highest level. The organization of a series of seminars bringing together representatives from many nations and many disciplines to find answers to the common problems of mankind. No nation has a monopoly on wisdom or virtue, and we seek to break through this self-styled separatism and monopoly attitude that grips us all too often.

Now, all of us in the developed and developing countries alike, on both sides of the Iron Curtain, share the desire to make technology the servant rather than the master of mankind in its future. And all of us have to deal with the manifold difficulties of urban living, the relations of mass media to inherited cultural traditions, the advantages and the limitations of new methods of social inquiry, the impact of automation, to cite but a few examples. And we need international help in solving these problems.

And might I add, on the domestic scene, we need our universities and colleges to be involved in the community, not remote from the community. A university should never be, in a sense, secluded from, and held apart from, the society that it was designed to serve. We need the experts. We need the

technicians. We need the qualified professors in those great areas of learning, to apply their knowledge and their technique to the problems of current life. City living. Urbanization. Yes, even such mundane problems as the pollution of our water and our air.

Now, the United States has not always been a cordial host as Pericles wanted it to be, or wanted his Athens to be 2500 years ago. And it is for this reason that the President has called upon the Secretary of State and the Attorney General to explore ways of removing the unnecessary hindrances to granting visas to guests invited from abroad.

We are going to have to take the same chance that Pericles talked about when he reminded us that there were some dangers when you throw open your city. He said, "Even though the eyes of an enemy may occasionally profit from our liberality."

But those dangers are far offset, I repeat, from the benefits to be accrued.

Now, we are moving, therefore, to lift restrictions. And only recently the President lifted a restriction on travel for our scholars to go to Communist China, if they so wished, and if China would cease isolating herself from the rest of the world.

I want to emphasize this point because many a student of American diplomacy has a feeling that somehow or other it is we who are constantly standing in the way of other nations being

a participant in the family of nations. Sometimes the truth will reveal that like individual nations can build their own walls and shut themselves in, isolate themselves. We seek not to isolate. We do seek to live in a world of peace where aggression is not condoned nor is it accepted as a mode of international conduct.

I couldn't help but note, for just a moment, if I may have your time, that the tragedy and the pain and the suffering of Viet Nam has brought to us even now something very worthwhile. My fellow Americans we have been compelled to learn about Asia. Just exactly as World War II compelled us to understand more about the necessity of interdependence amongst nations. Regretably mankind seems to learn from sadness and sorrow and tragedy, and we are now being compelled to face up to the fact that a nation that says it is a world leader must have a full world knowledge. You cannot be a leader of freedom for a whole world with a half-world knowledge, and a European oriented society needs to broaden its vision.

The better than two billion people in Asia cannot be ignored. Nor can we view them as citizens or educators, or as would-be students, as if it is a land of mystery. There are very few mysteries if you set yourself the task of learning the truth. Any nation that can find out about the moon and hopes to land a man on the moon, and any nation that feels that it can build laboratories and put them in orbit, in outer space, ought

to be able to know about every living thing on this earth.

And if we had the same dedication to that purpose of knowing about mankind as we do of now researching and exploring the stars, I believe that we would have a better and a more peaceful world.

I have said so many times, and I say it as Chairman of the Space Council, knowing that this great program of space research has been a blessing to our educational establishment, and it has untold benefits yet to come for all of mankind, it has put a premium upon excellence in performance and education and industry -- and how well we were reminded of it the other day when one little short-circuit in one thruster could have spelled tragedy not only for two of our astronauts, but shame and tragedy for our land.

We need literally perfection. And this means that Americans must be upgraded in every endeavor and every action and every word and deed of their life. We indeed must be a better people.

But a nation that is willing to pour its resources into putting a man on the moon -- and it is important that it be done -- and we are willing to commit as much as 30-plus billions of dollars to get the job done, and if need be more -- it would seem to me that that same nation would be interested in helping a man get on his feet right here on this earth -- and knowing just a little bit more about the society in which he is going

to live. Very few of us are going to be the inhabitants of Mars or Venus or the Moon for the foreseeable future, important as those discoveries are.

So I say let us learn about the world in which we live. And not only learn in generalities but in specifics. Let us learn of the ethnic differences, the social, the religious differences; and let us learn to respect them too. And let us learn of the dynamic social forces that are at work. Our problem today in Asia is because we are abysmally ignorant of that area of the world in a very large measure. And we need to know. And every great university needs to gear itself up to this requirement of our national security.

We need to know our friends and our enemies. We need to know those who seek to live in freedom and make them even closer friends, and we need to know how to deal with, and how to confront, if need be, and how to treat those who would have their system of Communism overwhelm vast areas of the earth.

So out of the tragedy then of war comes an impetus, an incentive for knowledge.

Therefore, we propose to give aid, to give education a new and high status in our international affairs, just as we have acted in the past year to give it high priority in our own society.

The success of these bold and generous initiatives will depend, of course, in the last analysis, in the vitality and the



creativeness of our educational system. And it will depend -- to come back at this time and this place -- on the institution such as Georgetown University.

Father Campbell, through your efforts and those of other great educational administrators and leaders and educational institutions, and with the understanding and the support of the United States Government, our country and its people can become, as I said a moment ago, identified as the great educator of the world.

Let us honor by our commitments the educators and the philosophers. If people of the world can come to regard us, not as the gendarme, the policemen, of the universe, but the global center of light and learning, which will be a lasting honor -- one that time cannot erase or diminish.

Because the enlightenment of the mind and the renewal of the spirit is so important to civilization, the educator -- yes, the clergyman, the philosopher, the scientist, is as important in international relations, and maybe more important than the diplomat or the soldier.

I join with you in pride for your century and three-quarters of service to this nation and its capital. And I join with you in the hope that the ambitious plans that you have set forth for wisdom and discovery in a dynamic world will be realized.

And I believe that the character, the enthusiasms and

(Applause.)

A VOICE: Mr. Vice President, that was a splendid message. You have done great honor to Georgetown by coming here today and taking part in our observance of Founder's Day. It has been a great honor to Frank Brown and me, because of our warm friendship to you, and our great admiration of you, that we were privileged to first invite you to come here today.

The memory of today and your great contribution, Mr. Vice President, will long live in the halls of Georgetown.

VICE PRESIDENT HUMPHREY: Thank you very much.

(Applause.)

A VOICE: Now, ladies and gentlemen, out of respect for our distinguished guest, I'm going to ask all of you to remain in your chairs until he has left the room.

I will now call on the Reverend Greydon Parker Copeland, alumnus of Georgetown, and Rector of the Emmanuel Church, Anacostia Parish, Washington, D. C., to deliver the benediction.

REVEREND COPELAND: I feel that it is my privilege to say thank you for being one of many of you who are here today and extend my appreciation to the Father President for inviting me here to be with you on this very momentous day in the life of Georgetown University.

In the name of the Father, and of the Son, and the Holy Ghost, let us pray. Help us O Lord to so live in Thy

wisdom and strength that we faithfully follow the example of Him who taught us to pray, and in whose name we asketh, Jesus Christ, Thy Son, our Lord. We beseech Thee O Lord for Thy grace into our hearts; that as we have known the incarnation of Thy Son Jesus Christ by the message of an Angel, so by His Cross and passion we may be brought unto His resurrection through the same Jesus Christ, Our Lord.

Almighty God, by whose grace we look for the day when nations shall not any more lift up sword against nation, when men shall live without fear, in security and peace, grant to us in this time of strife the will to labor for peace, even while our sword is drawn to resist the oppressor.

Let not the evil we oppose turn us from our purpose to achieve unity and concord among the nations of the earth.

To Thy honor and glory through the same Jesus Christ, Our Lord we pray. Almighty God, we beseech Thee, with Thy gracious favor, to behold our universities and colleges and schools, and most especially this university on the shores of the Potomac in Georgetown; that knowledge may be increased among us and all good learning flourish and abound.

Bless all who teach and all who learn and grant them humility of heart that they may ever look unto Thee who are the fountain of all wisdom.

Through Jesus Christ, Our Lord.

O Lord, God Almighty, guide, we pray Thee, our

President, and all those to whom has been committed the government of this nation, and grant them special gift of wisdom and understanding, of counsel, and of strength; that upholding what is right and following what is true, they may obey Thy Holy will and fulfill Thy divine purpose, through Jesus Christ, Our Lord.

Now, go forth into the world in peace. Be of good courage. Hold fast that which is good. Render to no man evil for evil. Strengthen the fainthearted, support the weak, help the afflicted, honor all men. Love and serve the Lord, rejoicing in the power of the Holy Spirit.

The blessing of God Almighty, the Father and the Son and the Holy Ghost be upon you, remain with you always.

Amen.

A VOICE: Please be seated.

(END OF TAPE II.)



*Penacorp  
Georgetown  
March 25, 1966*

Remarks to Students  
Georgetown University  
March 25, 1966

*Lucy  
Johnson*

It is a pleasure to be here today on the  
occasion of Founders Day at Georgetown  
University. I congratulate you on the achieve-  
ments of your university and on your personal  
achievements here.

It is to your future plans that I wish to

*Hand to Viet*

comment briefly this morning. I would like to talk to you about ways in which you cannot only supplement the fine education you have received here but also bring these benefits to others who need and seek your help. I would like to say a word about the Peace Corps -- I understand that representatives of the Peace Corps have been visiting your campus this week.

The Peace Corps is a bold new experiment in

the field of international relations. But I can think of no other group that has accomplished so much in such a short period of time. The Peace Corps is a pool of goodwill ambassadors, bringing help and happiness to countless people in Africa, Asia, and Latin America. The Peace Corps is instant diplomacy. It brings knowledge and assistance in all forms, in all fields



ranging from sanitation to electronics.

In its first five years, the Peace Corps program has developed an amazing momentum. It has accomplished much. But this is only a beginning. More people are needed to continue and expand the programs. The continuation of the initial momentum and accomplishments depends upon the initiatives of young men and women like you. Your alumni and classmates

have served and are serving as Peace Corps Volunteers now. 69 graduates are serving overseas now. 35 have already returned from their tour overseas.

Any program is only as good as the people in it, and it is people like yourselves that the Peace Corps needs.

I know that some of you here are students

at the Foreign Service School. What better way can you see to gain practical experience in different lands, and to see the problems other countries are experiencing than right there in field. As a point of interest, let me mention that Mr. Jack Vaughn, the new Director of the Peace Corps recently proposed that there be an adjustment in the Foreign Service Entrance

Examination to include not only a written test and oral examination, but also two years of service in the Peace Corps. For those interested in Government Service in the field of international relations, there is a growing and fuller relationship between the Peace Corps and AID. For those whose interests lie primarily in the domestic field, the experience gained in the Peace Corps is invaluable for later

participation in community affairs. It is one of the most challenging opportunities open to the graduates of this University.



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