

Gov Frank Clement  
Mayor Ingram

(App)  
Cong Guides (George)  
9th DIST

REMARKS

Ⓟ Senator Ross Bass  
(fly over the old)  
6th DIST

VICE PRESIDENT HUBERT HUMPHREY

TENNESSEE EDUCATION ASSOCIATION

MEMPHIS, TENNESSEE

APRIL 1, 1966

Ⓟ Mayor William Ingram

~~Memph~~ Teacher ~~Long~~ class

I shall address my remarks today to your theme:

"A New Century -- A New Challenge."

This theme has a special meaning for you as an organization, because last year you celebrated your own centenary.

But it has a wider significance, for the entire South and for the nation. For it marks the beginning of a new centennial century -- the second century -- since the end of the Civil War.

It is a time to close the books once and for all on the past, and to look forward to the future.

Memphis - on the move  
Tennessee - New South

You yourselves took an important step forward last year, when you opened your membership to Negro teachers.

I am sure you will be even more effective in reaching your goals when all your forces are united in the cause of better education for all of Tennessee's children. ~~For~~, ~~as~~ Thomas Jefferson wrote soon after the founding of our Republic, our task must be to "educate and inform the whole mass of the people" . . . to "enable them to see that it is to their interest to preserve peace and order" . . . they are the only sure reliance for the preservation of our liberty." Here is the Challenge to Educ

This new century holds great promise for Southern education and the people of the South.

I say this for two reasons.

First, the far-reaching legislation enacted last year places us at the threshold of a new era for all American education. and all Americans.

H. H. Wells -  
Civilization  
A race between  
Education &  
Catastrophe!

Long Under  
Sun Pass  
Sun Grow

And second, the South itself is clearly in the opening phase of a new cycle of economic growth -- a ~~new~~ renaissance *of learning and social progress.* This forward thrust will ~~in large part~~ be fostered and sustained by your educational resources.

The American people have always pinned their hopes ~~for the future~~ *for* the future of the nation and the future of their own children -- on education. *This has been particularly true in the South.*

But, while the desire for good education is ~~in the South~~ *in the South* has always been strong, harsh economic realities ~~have~~ *and elsewhere have* limited educational opportunity.

But times are changing, and changing for the better.

The South is moving out of its old agricultural economy and into an industrial era. ~~The~~ *economic* gap between the South and the rest of the nation is closing. *TVA -*

The economic gap is closing. We must also close the educational gap. *Because it is Education that represents new wealth - new power.*

*This is the Education Administ.*

President Johnson is a former teacher. And so am I. This Administration, I can assure you, will not rest until each American child has received, ~~as the President has said,~~ "all the education he can take."

The laws which our American Congress enacted last year will bring profound changes not only in education, but in our future economic and social life. *These new* ~~The new~~ programs will give an impetus to people and communities hitherto ~~left~~ *left* behind the rest of our nation.

*and* Under these new circumstances, you as professional educators will occupy key roles in your communities. The financial headaches of your schools are not over -- (in the nature of things) they never will be -- but for the first time many of you will be able to "think big."

You will find that, in the councils of government, the educator will no longer be sitting below the salt. Instead, he will be moving a lot closer to the head of the table.

↳ In the state house, educators will no longer risk being regarded as supplicants. Tomorrow, the educator will be seen as a man who brings wealth into his community -- and not just federal aid to education. ~~For~~ <sup>quality</sup> education attracts and holds business and industry, creating new payrolls and new resources. *The New Wealth*

*So* I congratulate you on your new -- and abundantly deserved -- status in our society.

And if I can offer one word of advice, it is this:

Let no feelings of false modesty induce you not to press your advantage to the utmost.

↳ This new generation needs -- and deserves -- the best education, ~~we can give them~~. They are fine young people, with a great potential.

↳ Just as Tennessee is the Volunteer State, this is the volunteer generation. Whether serving in uniform or in shirt-sleeves, at home or overseas, they are giving generously and willingly of their best. *(Unit-Soldiers)*

^ In the years immediately ahead they will be confronted with new challenges which will ~~call upon every ounce of~~ <sup>require all of</sup> their energy, intelligence, and dedication.

They will have the task, first and foremost, of building an enduring peace -- a peace which will have to be built by a hundred thousand individual, positive acts. For peace will not be built by any grand gesture or magical formula.

It will be built in the hot streets and muddy fields of countries which did not exist even 20 years ago. ^ It will be built in long months of ~~tireless~~ <sup>Persistence</sup> patient negotiation over the most <sup>difficult and</sup> minor of international issues. ^ It will be built by people possessing knowledge of their world and its complexities.

^ Our young generation will have the responsibility, too, of making technological progress the servant rather than the master of humanity.

*responsibility + the*  
They will have the privilege of waging the war against poverty ~~which President Johnson has launched~~ -- an undertaking without precedent in the history of the world.

But there is one piece of unfinished business we must not and cannot leave to them <sup>*alone,*</sup> because it is far too urgent.

We must make good without delay or equivocation the pledge of our Constitution that all Americans, everywhere, shall have equal opportunity to enjoy the blessings of our Republic. *Yes, one nation under God, with liberty + Justice for all!*

Congress has recognized its responsibilities to our new generation in the historic school legislation it adopted last year. Members of Congress from the South -- and from Tennessee itself -- worked hard to achieve this. *Under the*

*formulas adopted the Southern states will, as a group, gain the most*

*Cong George  
Henderson  
Sen Pass  
pass  
about you.*

# 4 Billion - 1961  
10 1/2 Billion - 1966

- 8 -

We expect the programs in the Elementary and Secondary Education Act to bring 1.22 billion dollars to education throughout the country during the first year of its operation, and 1.43 billion in its second.

∠ Roughly a half-billion of this will be channeled each year into the elementary and secondary schools of the

South. They will receive more than their proportionate income tax contributions.

*But* This is as it should be.

All the same, I think we should pay tribute here to the many legislators from high-income states who have consistently, over the last 25 years, worked to enact programs which would cost their taxpayers more than they bring into their own states.



The Elementary and Secondary Education Act will help approximately <sup>7 million</sup> ~~seven~~ million educationally deprived children from low-income families. It authorizes grants to school districts in approximately 95 per cent of the nation's counties.

Now for a few words about what the Act means to Tennessee.

As you know, it includes several different programs.

First and most substantial in dollars, it provides aid to low-income districts -- that is, districts with a substantial number of families with incomes of less than two thousand dollars. Our estimate is that this can mean over 32 million dollars for Tennessee.

The indications are <sup>about</sup> ~~that some~~ 300,000 children in this state will benefit from this part of the Act in the current fiscal year. <sup>Over 200,000 children are now being</sup>

~~aided.~~ Projects have been approved already in 92 of Tennessee's 95 counties.

Next, the Act provides funds for school libraries and textbooks. ~~Our estimate for this is over 1.8 million dollars for Tennessee~~ *will receive about \$2 million*  
~~Further,~~ It includes grants for supplementary educational centers services, estimated for Tennessee at almost 1.5 million dollars.

~~Also,~~ It offers grants to strengthen state departments of education -- estimated at almost 300,000 dollars for Tennessee.

Another provision of the Act authorizes the Office of Education to step up the improvement of education through research and development activities. Experts from all parts of the country have been involved in the planning of the National Program of Educational Laboratories, the largest single effort under this authority.

Developmental contracts for nine such laboratories were approved and announced on March 1. Of these, two include parts of Tennessee in the areas they serve -- the Appalachia and the Central Mid-Western Regional Educational Laboratories.

Here, certainly, is opportunity for creative innovation in the schools of Tennessee, ~~as in schools throughout the nation.~~ Here, to revert to your theme for this year, is a new challenge for a new century.

Those in our society who most need education too often have been the ones least likely to receive it. Students whose home environment is drab <sup>and dull</sup> ~~and dulling~~ all too often find their schools equally drab and dulling.

We must make our schools lively and challenging to these youngsters.

We in Washington can't tell you how to do it, and we don't intend to try.

*WE*  
But we do hope and expect that you will come up with new and effective teaching techniques which can stimulate these children -- give them a lift -- before it is too late to help them.

As you know, legislation to improve and expand the Elementary and Secondary Education Act is now before Congress, and I hope that it will be approved.

*Education and Nat Security!*  
The dramatic new breakthrough this year, however, is toward wider international horizons for education.

In his message to Congress on this subject a few weeks ago, President Johnson said:

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

Of course, I am sure you have felt this all along. But it is new -- a real landmark in the history of American education -- to have it stated as national policy.

*and* The proposed International Education Act of 1966  
~~also~~ embodies that high commitment.

I recommend that you, as professional educators, give both  
the President's message and the proposed legislation careful  
study.

I have time here to touch on only a few of their  
highlights.

↙ The keystone of the new program is the establishment *of*  
~~within the Department of Health, Education, and Welfare of~~  
a Center for Educational Cooperation. This will bring into  
being for the first time a general headquarters for coordinating  
our work in international education.

The President has directed that funds be earmarked  
*Funds are provided to*  
from Title IV of the Elementary and Secondary Education

~~Act~~ to strengthen and enrich the curriculum relating to

world affairs in elementary and secondary schools. *There*  
*is provision for establishing*  
*an American*

~~The establishment of an American~~  
Educational Placement Service to help  
put our Teachers in Posts abroad -

The proposed International Education Act will help our smaller colleges so that they can better equip their graduates with knowledge of the outside world. It will also support the further strengthening of the larger universities as the nation's leading center of advanced training and research in international affairs.

In this connection, I want to congratulate Memphis State University -- many of whose graduates, I understand, are here -- on its plans to establish an Institute for the Study of the Soviet Union and Eastern Europe. I am pleased, also, to hear that the University hopes in the future to add a number of courses on China, and make the Institute a major center for the study of Sino-Soviet affairs.

I came back from my recent trip to Asia with a clear and strong feeling -- ~~which, not being reticent by nature,~~

~~I have frequently and forcefully shared~~ -- that we Americans

need to know much more about Communist China *and all Asia*

*A nation that has a role of world leadership*  
welcomed the President's action opening up travel to China

*needs your knowledge*  
to scholars, and I hope that some of your Memphis State

*no 1/2 world knowledge*  
University scholars may be able to go there.

*is becoming*  
Education ~~will become~~ an increasingly important part

*to us*  
of our aid program. Already, for example, we have helped

the Government of South Vietnam more than double its

classrooms, nearly triple enrollment in primary schools

in its first decade of independence, and step up its enrollment

in secondary schools *six fold* ~~by a factor of better than six over the~~

~~same period~~ *✓* More and more, we see education as the

keystone in the building of nations.

There is much more -- including, what may be of

special interest to many of you here, the establishment of

an American Educational Placement Service to help put our

teachers in posts abroad.

Let me finally make the point that we regard international education as a two-way street. We are as eager to learn as we are willing to teach.

Among the proposals to this purpose, the most dramatic is the establishment of an Exchange Peace Corps, a kind of "Volunteers to America." It will bring men and women here from abroad, many to work in our schools to give Americans a deeper understanding of other languages and cultures.

~~I have been a teacher of one kind or another all my adult life -- for, to be effective in American public life, one has to be an educator too. —~~

Therefore, it does my heart good to see education attain this new and high status in our own nation and in the world.



I like to think that mankind will come to regard us,  
Blueman-a  
not as a gendarme among nations, but as a global center  
of enlightenment and learning. — not only soldiers  
but scholars —

↳ The educator is already as vital to our international  
relations as the diplomat or soldier. not only nuclear  
power, but spiritual  
power

↳ I can foresee a time when he will be even more  
important -- the time when cooperation rather than conflict  
is the rule in human relations and when, in the words  
of the prophet Isaiah, "Nation shall not lift up sword  
against nation, nor shall they learn war any more."

#####

*Edited Transcript*

---

TENNESSEE EDUCATION ASSOCIATION

Memphis, Tennessee - April 1, 1966

---

Thank you Congressman Grider, for your gracious and eloquent introduction. I thank you especially because you didn't let yourself be confined by Washington protocol and just say: "The Vice President." You took a little time to talk me up, and I want you to know that I appreciate it.

I shall address my remarks today to this year's theme for your organization: "A New Century -- A New Challenge." It has a special meaning for you as an organization, because last year you celebrated your own centenary. But it has a wider significance, for the entire South and for the nation. For it marks the beginning of a new century -- the second century -- since the end of the war between the states.

It is a time to close the books once and for all on the past, and to look bravely and hopefully to the future. You yourselves took an important step forward last year, when you opened your membership to teachers of all races. I am sure you will be even more effective in reaching your goals when all your forces are united in the cause of better education for all of Tennessee's children.

For, as Thomas Jefferson wrote soon after the founding of our Republic, our task must be to "educate and inform the whole mass of the people" . . . to "enable them to see that it is to their interest to preserve peace and order . . . they are the only sure reliance for the preservation of our liberty."

This new century holds great promise for Southern education and the people of the South. I say this for two reasons.

First, because of the far-reaching legislation enacted last year, with the invaluable help of Congressman Grider and the other members of the Tennessee Congressional Delegation. This legislation puts us at the threshold of a new era for all American education.

And second, the South itself is clearly in the opening of a new cycle of economic growth -- a new renaissance. This forward thrust will in large part be fostered and sustained by its educational resources.

The American people have always pinned their hopes for the future -- the future of the nation and the future of their own children -- on education. This has been particularly true in the South. But, while the desire for good education in the South has always been strong, harsh economic realities have limited educational opportunity. But times are changing, and changing for the better. The South is moving out of its old agricultural economy and into an industrial era. The

gap between the South and the rest of the nation is closing. The economic gap is closing. We must also close the educational gap.

If I seem all wrapped up in this subject, it is because I am still a teacher at heart. More importantly, this is an "Education Administration" that I am privileged to represent. There are a great many teachers in the Executive Branch and in the Congress. President Johnson is a former teacher, and proud of it. Senator Mansfield, the Majority Leader, was a professor of history at the University of Montana. Congressman Carl Albert, the Majority Leader of the House, was a Rhodes Scholar. You can go through the top echelons of our government and find teachers in place after place.

This Administration, I want you to know, will not rest until every American child, wherever he may live, whatever his race, religion, or national origin, has all the education he can usefully absorb. The legislation which Congress enacted last year will result in profound changes not only in education, but in our whole future social and economic life. The new programs are going to give fresh impetus to people and communities hitherto left behind the rest of our nation.



Under these new circumstances, you as professional educators will occupy key roles in your communities. The financial headaches of your schools are not over -- in the nature of things, they never will be -- but for the first time many of you will be able to "think big."

You will find that, in the councils of government, the educator will no longer be sitting below the salt. Instead, he will be moving a lot closer to the head of the table. In the state house, educators will no longer risk being regarded merely as supplicants. Tomorrow, the educator will be seen as a man who brings wealth into his community -- and not just federal aid to education. For quality education attracts and holds business and industry, creating new payrolls and new resources. Indeed, a recent survey of 500 of our leading corporations showed that they base their decisions on the location of new plants first of all upon the educational facilities of a community and its commitment to their further extension.

I congratulate you on your new -- and abundantly deserved -- status in our society. If I can offer one word of advice, it is this: Let no feelings of false modesty induce you not to press your advantage to the utmost.

This new generation needs -- and deserves -- the best education we can give them. They are fine young people, with a great potential. Just as Tennessee is the Volunteer State, this is the volunteer generation. Whether serving in uniform or in shirt-sleeves, at home or overseas, they are giving generously and willingly of their best.

A nation that can produce the kind of young men and women who serve this nation in our armed forces, the Peace Corps, our government missions overseas, in the CARE program, and in the relief services of our great religious denominations -- a society with this degree of voluntarism is a society that has something to commend itself to history. Never at any time has a nation given so much in the cause of peace and humanity, and expected so little in return, as the United States.

In the years immediately ahead, your young people will be confronted with new challenges which will call upon every ounce of their energy, intelligence and dedication.

They will have the task, first and foremost, of building an enduring peace -- a peace which will have to be built by a hundred thousand individual, positive acts. For peace will not be built by any grand gesture of magical formula. It will be built in the hot

streets and muddy field of countries which did not even exist 20 years ago. It will be built in long months of tireless, patient negotiation over the most minor of international issues. It will be built by people possessing adequate knowledge of their world and its complexities.

Our young generation will have the responsibility, too, of making technological progress the servant rather than the master of humanity.

They will have the privilege of waging the war against poverty which President Johnson has launched -- an undertaking without precedent in the history of the world.

But there is one piece of unfinished business we must not and cannot leave to them, because it is far too urgent. We must make good, in fact as well as in law, without delay or equivocation, the pledge of our Constitution that all Americans, everywhere, shall have equal opportunity to enjoy the blessings of our Republic.

The greatest single contribution we can make to the future of America is to see to it that each individual is given every opportunity to make the most out of his life. We bear heavy responsibilities in this world, and the denial to anyone of the right to participate in shouldering them weakens this country. A century ago Abraham Lincoln called America "the last, best hope on earth" -- and it still is.



Congress has recognized its responsibilities to our new generation in the historic school legislation it adopted last year. Members of Congress from the South -- and particularly Senator Bass, Senator Gore, Congressman Grider and other Tennessee Congressmen -- worked hard to achieve this.

Under the formulas adopted, the Southern states will, as a group, gain the most. We expect the programs in the Elementary and Secondary Education Act to bring 1.2 billion dollars to education throughout the country during the first year of its operation, and 1.3 billion in its second. Roughly a half-billion of this will be channeled each year into the elementary and secondary schools of the South. They will receive more than ~~the~~ proportionate income tax contributions.

This is as it should be. All the same, I think we should pay tribute here to the many legislators from high-income states who have consistently, over the last 25 years, worked to enact programs which would cost their taxpayers more than they bring into their own states.

The Elementary and Secondary Education Act will help approximately seven million educationally deprived children from low-income families.

Now for a few words about what the Act means to Tennessee. As you know, it includes several different programs.



First and most substantial in dollars, it provides aid to low-income districts -- that is, districts with a substantial number of families with incomes of less than two thousand dollars. Our estimate is that this can mean over 32 million dollars for Tennessee. The indications are that some 300,000 children in this state will benefit from this part of the Act in the current fiscal year.

Next, the Act provides funds for school libraries and textbooks.  
is  
Our estimate for this/over 1.8 million dollars for Tennessee.

Further, it includes grants for supplementary educational centers and services, estimated for Tennessee at almost 1.5 million dollars.

Also, it offers grants to strengthen state departments of education -- estimated at almost 300,000 dollars for Tennessee.

Another provision of the Act authorizes the Office of Education to step up the improvement of education through research and development activities. Experts from all parts of the country have been involved in the planning of the National Program of Educational Laboratories, the largest single effort under this authority. Developmental contracts for nine such laboratories were approved and announced on March 1. Of these, two include parts of Tennessee in the areas they serve -- the Appalachia and the Central Mid-Western Regional Educational Laboratories.

Here, certainly, is opportunity for creative innovation in the schools of Tennessee, as in schools throughout the nation. Here, to revert to your theme for this year, is a new challenge for a new century.

Those in our society who must need education too often have been the ones least likely to receive it. Here I can speak out of personal experience. When I was Mayor of Minneapolis, one thing that perplexed me was why the best public services were in the areas of the city that needed them the least. The newest schools were located where people had the highest incomes; the best playgrounds, where families had memberships in country clubs. Actually, the best schools, playgrounds, and other facilities ought to be in the areas that can least afford them. Otherwise, students whose home environment is drab and dulling all too often find their schools equally so.

We must make our schools lively and challenging to these youngsters. We in Washington can't tell you how to do it, and we don't intend to try. But we do hope and expect that you will come up with new and effective teaching techniques which will make the schools so interesting that there won't be any drop-outs. We can't afford them, because we need well-educated people in our modern, technologically advanced economy. Every school drop-out is a potential liability to himself and to the community.

In conclusion, I should like to direct your attention to the international implications of education.

In his message to Congress on this subject a few weeks ago, President Johnson said:

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

Of course, I am sure you have felt this all along. But it is new -- a real landmark in the history of American education -- to have it stated as national policy.

The proposed International Education Act of 1966 also embodies that high commitment.

The keystone of the new program is the establishment within the Department of Health, Education, and Welfare of a Center for Educational Cooperation. This will bring into being for the first time a general headquarters for coordinating our work in international education.

The President has directed that funds be earmarked to strengthen and enrich the curriculum relating to world affairs in elementary and secondary schools. There is a provision also for establishing a placement service to put our teachers in posts abroad, so as to add their international experience.



The proposed International Education Act will help our smaller colleges so that they can better equip their graduates with knowledge of the outside world. It will also support the further strengthening of the larger universities as the nation's leading centers of advanced training and research in international affairs.

In this connection, I want to congratulate Memphis State University -- many of whose graduates, I understand, are here -- on its plans to establish an Institute for the Study of the Soviet Union and Eastern Europe. I am pleased, also, to hear that the University hopes in the future to add a number of courses on China, and make the Institute a major center for the study of Sino-Soviet affairs.

I came back from my recent trip to Asia with a clear and strong feeling -- which, not being reticent by nature, I have frequently and forcefully shared -- that we Americans need to know much more about the world in which we live -- and particularly about Asia, with its two billion people. We are a world leader, but we have only half-world knowledge.

It took World War II to bring us to the realization that we could no longer ignore Europe. It took Vietnam -- the sorrow, the pain, and the misery of that terrible struggle -- to awaken us to Asia.

Education will become an increasingly important part of our aid program in Asia. Already, for example, we have helped the Government of South Vietnam more than double its classrooms, nearly triple enrollment in primary schools in its first decade of independence, and step up its enrollment in secondary schools by a factor of better than six over the same period. More and more, we see education as the keystone in the building of nations.

I like to think that mankind will come to regard the United States, not as a gendarme among nations, but as a global center of enlightenment and learning.

I want us to understand that, important as nuclear power is, the power of the mind and the spirit is more important. I want the world to know that the America of the 20th Century is not only a nation that steadfastly fulfils its commitments, it is a nation that inquires, that seeks to learn, that honors the scholar and the teacher.

The educator is already as vital to our international relations as the diplomat or soldier. I can foresee a time when he will be even more important -- the time when cooperation rather than conflict is the rule in human relations and when, in the words of the prophet Isaiah, "Nations shall not lift up sword against nation, nor shall they learn war any more."

REMARKS OF VICE PRESIDENT HUBERT H. HUMPHREY BEFORE THE  
TENNESSEE EDUCATION ASSOCIATION, MEMPHIS, TENNESSEE,  
APRIL 1, 1966

I shall address my remarks today to your theme: "A New Century -- A New Challenge."

This theme has a special meaning for you as an organization, because last year you celebrated your own centenary.

But it has a wider significance, for the entire South and for the nation. For it marks the beginning of a new century -- the second century -- since the end of the Civil War.

It is a time to close the books once and for all on the past, and to look forward to the future.

You yourselves took an important step forward last year, when you opened your membership to Negro teachers.

I am sure you will be even more effective in reaching your goals when all your forces are united in the cause of better education for all of Tennessee's children. For, as Thomas Jefferson wrote soon after the founding of our Republic, our task must be to "educate and inform the whole mass of the people". . . to "enable them to see that it is to their interest to preserve peace and order . . . they are the only sure reliance for the preservation of our liberty."

This new century holds great promise for Southern education and the people of the South.

I say this for two reasons.

First, the far-reaching legislation enacted last year places us at the threshold of a new era for all American education.

And second, the South itself is clearly in the opening phase of a new cycle of economic growth -- a new renaissance. This forward thrust will in large part be fostered and sustained by your educational resources.

The American people have always pinned their hopes for the future -- the future of the nation and the future of their own children -- on education. This has been particularly true in the South.

But, while the desire for good education in the South has always been strong, harsh economic realities have limited educational opportunity.

But times are changing, and changing for the better.

The South is moving out of its old agricultural economy and into an industrial era. The gap between the South and the rest of the nation is closing.

The economic gap is closing. We must also close the educational gap.

President Johnson is a former teacher. And so am I. This Administration, I can assure you, will not rest until each American child has received, as the President has said, "all the education he can take."

The laws which our American Congress enacted last year will bring profound changes not only in education, but in our future economic and social life. The new programs will give an impetus to people and communities hitherto left behind the rest of our nation.

Under these new circumstances, you as professional educators will occupy key roles in your communities. The financial headaches of your schools are not over -- in the nature of things, they never will be -- but for the first time many of you will be able to "think big."

You will find that, in the councils of government, the educator will no longer be sitting below the salt. Instead, he will be moving a lot closer to the head of the table.

In the state house, educators will no longer risk being regarded as supplicants. Tomorrow, the educator will be seen as a man who brings wealth into his community -- and not just federal aid to education. For quality education attracts and holds business and industry, creating new payrolls and new resources.

I congratulate you on your new -- and abundantly deserved -- status in our society.

And if I can offer one word of advice, it is this:

Let no feelings of false modesty induce you not to press your advantage to the utmost.

This new generation needs -- and deserves -- the best education we can give them. They are fine young people, with a great potential.

Just as Tennessee is the Volunteer State, this is the volunteer generation. Whether serving in uniform or in shirt-sleeves, at home or overseas, they are giving generously and willingly of their best.

In the years immediately ahead they will be confronted with new challenges which will call upon every ounce of their energy, intelligence and dedication.

They will have the task, first and foremost, of building an enduring peace -- a peace which will have to be built by a hundred thousand individual, positive acts. For peace will not be built by any grand gesture or magical formula. It will be built in the hot streets and muddy fields of countries which did not exist even 20 years ago. It will be built in long months of tireless, patient negotiation over the most minor of international issues. It will be built by people possessing knowledge of their world and its complexities.



Our young generation will have the responsibility, too, of making technological progress the servant rather than the master of humanity.

They will have the privilege of waging the war against poverty which President Johnson has launched -- an undertaking without precedent in the history of the world.

But there is one piece of unfinished business we must not and cannot leave to them, because it is far too urgent.

We must make good without delay or equivocation the pledge of our Constitution that all Americans, everywhere, shall have equal opportunity to enjoy the blessings of our Republic.

Congress has recognized its responsibilities to our new generation in the historic school legislation it adopted last year. Members of Congress from the South -- and from Tennessee itself -- worked hard to achieve this. Under the formulas adopted the Southern state will, as a group, gain the most.

We expect the programs in the Elementary and Secondary Education Act to bring 1.22 billion dollars to education throughout the country during the first year of its operation, and 1.43 billion in its second.

Roughly a half-billion of this will be channeled each year into the elementary and secondary schools of the South. They will receive more than their proportionate income tax contributions.

This is as it should be.

All the same, I think we should pay tribute here to the many legislators from high-income states who have consistently, over the last 25 years, worked to enact programs which would cost their taxpayers more than they bring into their own states.

The Elementary and Secondary Education Act will help approximately seven million educationally deprived children from low-income families. It authorizes grants to school districts in approximately 95 per cent of the nation's counties.

Now for a few words about what the Act means to Tennessee.

As you know, it includes several different programs.

First and most substantial in dollars, it provides aid to low-income districts -- that is, districts with a substantial number of families with incomes of less than two thousand dollars. Our estimate is that this can mean over 32 million dollars for Tennessee.

The indications are that some 300,000 children in this state will benefit from this part of the Act in the current fiscal year. Over 200,000 children are now being aided. Projects have been approved already in 92 of Tennessee's 95 counties.

Next, the Act provides funds for school libraries and textbooks. Our estimate for this is over 1.8 million dollars for Tennessee.

Further, it includes grants for supplementary educational centers service, estimated for Tennessee at almost 1.5 million dollars.

Also, it offers grants to strengthen state departments of education -- estimated at almost 300,000 dollars for Tennessee.

Another provision of the Act authorizes the Office of Education to step up the improvement of education through research and development activities. Experts from all parts of the country have been involved in the planning of the National Program of Educational Laboratories, the largest single effort under this authority.

Developmental contracts for nine such laboratories were approved and announced on March 1. Of these, two include parts of Tennessee in the areas they serve -- the Appalachia and the Central Mid-Western Regional Educational Laboratories.

Here, certainly, is opportunity for creative innovation in the schools of Tennessee,

as in schools throughout the nation. Here, to revert to your theme for this year, is a new challenge for a new century.

Those in our society who must need education too often have been the ones least likely to receive it. Students whose home environment is drab and dulling all too often find their schools equally drab and dulling.

We must make our schools lively and challenging to these youngsters.

We in Washington can't tell you how to do it, and we don't intend to try.

But we do hope and expect that you will come up with new and effective teaching techniques which can stimulate these children -- give them a lift -- before it is too late to help them.

As you know, legislation to improve and expand the Elementary and Secondary Education Act is now before Congress, and I hope that it will be approved.

The dramatic new breakthrough this year, however, is toward wider international horizons for education.

In his message to Congress on this subject a few weeks ago, President Johnson said:

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

Of course, I am sure you have felt this all along. But it is new -- a real landmark in the history of American education -- to have it stated as national policy.

The proposed International Education Act of 1966 also embodies that high commitment.

I recommend that you, as professional educators, give both the President's message and

the proposed legislation careful study.

I have time here to touch on only a few of their highlights.

The keystone of the new program is the establishment within the Department of Health, Education, and Welfare of a Center for Educational Cooperation. This will bring into being for the first time a general headquarters for coordinating our work in international education.

The President has directed that funds be earmarked from Title IV of the Elementary and Secondary Education Act to strengthen and enrich the curriculum relating to world affairs in elementary and secondary schools.

The proposed International Education Act will help our smaller colleges so that they can better equip their graduates with knowledge of the outside world. It will also support the further strengthening of the larger universities as the nation's leading center of advanced training and research in international affairs.

In this connection, I want to congratulate Memphis State University -- many of whose graduates, I understand, are here -- on its plans to establish an Institute for the Study of the Soviet Union and Eastern Europe. I am pleased, also, to hear that the University hopes in the future to add a number of courses on China, and make the Institute a major center for the study of Sino-Soviet affairs.

I came back from my recent trip to Asia with a clear and strong feeling -- which, not being reticent by nature, I have frequently and forcefully shared -- that we Americans need to know much more about Communist China. I welcomed the President's action opening up travel to China to scholars, and I hope that some of your Memphis State University scholars may be able to go there.

Education will become an increasingly important part of our aid program.

Already, for example, we have helped the Government of South Vietnam more than double its classrooms, nearly triple enrollment in primary schools in its first decade of independence, and step up its enrollment in secondary schools by a factor of better than six over the same period. More and more, we see education as the keystone in the building of nations.

There is much more -- including, what may be of special interest to many of you here, the establishment of an American Educational Placement Service to help put our teachers in posts abroad.

Let me finally make the point that we regard international education as a two-way street. We are as eager to learn as we are willing to teach.

Among the proposals to this purpose, the most dramatic is the establishment of an Exchange Peace Corps, a kind of "Volunteers to America." It will bring men and women here from abroad, many to work in our schools to give Americans a deeper understanding of other languages and cultures.

I have been a teacher of one kind or another all my adult life -- for, to be effective in American public life, one has to be an educator too.

Therefore, it does my heart good to see education attain this new and high status in our nation and in the world.

I like to think that mankind will come to regard us, not as a gendarme among nations, but as a global center of enlightenment and learning.

The educator is already as vital to our international relations as the diplomat or soldier.

I can foresee a time when he will be even more important -- the time when cooperation rather than conflict is the rule in human relations and when, in the words of the prophet Isaiah, "Nation shall not lift up sword against nation, nor shall they learn war any more."



# Minnesota Historical Society

Copyright in this digital version belongs to the Minnesota Historical Society and its content may not be copied without the copyright holder's express written permission. Users may print, download, link to, or email content, however, for individual use.

To request permission for commercial or educational use, please contact the Minnesota Historical Society.



[www.mnhs.org](http://www.mnhs.org)