

FOUNDERS' DAY DINNER
Concordia College
HUBERT HUMPHREY'S SPEECH

April 25, 1969

Thank you very much, President Knutson, and I do appreciate that you've paid proper reference to my dear and beloved mother. Can I just add, since Mom isn't here and somebody else is here tonight, it's also on account of my wife, Muriel. So, I just wanted to cover every base, if you don't mind.

President and Mrs. Knutson, it's such a joy to be on your campus, to be here in the presence of a distinguished public official of the great state of North Dakota, Governor Guy, who has been received so warmly, and rightly so, by all of this audience; and to be here with two of the great municipal officials, the mayor of Fargo and the mayor of Moorhead, Mayor Lashkowitz and Mayor Stordahl, and also to know that, no matter what may happen here tonight, that I have a good doctor by my side, Dr. Holten. And I've had the opportunity of visiting with his lovely wife, Carol, and I've been visiting also, may I say, with a very charming lady who has been sitting at my right, whose husband has been honored here tonight, Mrs. Paulsen. And I want to say, Julia, that I've really enjoyed every moment of it -- it's a little secret that we have amongst ourselves here, but it's been great fun! So this is really a fine evening for me and for Muriel, and I want to congratulate the chairman of the Board of Regents, or trustees, Mr. Malvey.

You know, during the time that I was running around this country as Vice President, I would go to an audience on a college campus and I'd look around, and I'd try to identify somewhat with the students, and I'd tell the students that I was a refugee from the classroom, having been a teacher and a professor of political science. And I'd tell them that I'm a soft grader -- that'd sort of get me in good with them -- and then I'd look around and see if I could find the president of the university or the college -- whether he was locked in or locked out, it was hard to know -- and if he wasn't there, I'd look for the chairman of the Board of Regents, and the Dean of Faculty, and I'd look around and I'd say, "You know, elective office is a very uncertain business -- you never know when something is going to happen to you and just in case, I want

you to know that my credentials are in good order." I never realized that I was such a persuasive speaker -- I convinced millions of people around the country I ought to go back to teaching, and here I am.

Tonight I want to bring this great audience of supporters of Concordia -- Cobbers, is that what you call yourselves here? Well, that's pretty good -- I want to bring you the greetings of a sister college, of Macalester College, and Dr. Arthur Fleming, of our great state University, the University of Minnesota, where I am privileged to be a professor in both schools. Now, I appreciate so much that my friend Dick Kvamme has seen fit to give me this membership in the C-400 Club, and it's beautiful -- it's regal, in fact. I'm going to put it right up on the wall at Macalester, and I'm going to say, "Now what have you done for me?"

I've had a great time visiting with President Knutson here -- I've been just digging information out of him about Concordia, and he's been frightened to death, because he sees all these notes, and he says, "Oh my gosh, I know Humphrey talks a long time, but look what's going to happen tonight!" But I've heard so many things here that I just simply can't resist talking to you about them. When I know, for example, that the C-400 Club is no longer C-400, it's about C-2000, and when I heard the new enrollees this evening, I was as encouraged, I'm sure, as the president of Concordia. And I know that we're busy here adding to a library, and hopefully to build a humanities building. And I know that this wonderful president of this fine liberal arts college really represents the building and the growth of this college -- 18 years of it. And I asked Dr. Knutson, I said, "What was the enrollment when you came here?" And it was a little over 800. And today it's 2335. That's quite a family, isn't it? And then think of all the hundreds and thousands of graduates that have come out of this fine college and have gone all over this nation to serve this nation, and to serve it well. So I hope that the plea that was made this evening, just prior to my remarks here, that you'll take it very seriously, and you never can tell, before I'm through with this speech I may give you a regular good old-fashioned Methodist sermon, and ask you to come on up here and put the money on the table that they may need.

You know, speaking about religious affiliation, I married a Presbyterian girl -- that's why I'm teaching at Macalester -- I kind of grew up in the Methodist church, and that's why our youngest son's over at Hamline, and I was baptized in Highland Lutheran Church, and that's why I'm in Concordia. I became a Democrat, and that's why I'm in trouble!

There's a wonderful history here to this fine college. A really remarkable history, and I was so interested to hear from Dr. Knutson about it, because our sons went to Shattuck School. It's an Episcopal school, as you may know, down at Faribault, Minnesota. And Dr. Knutson said that this school started actually in 1883, as an Anglican, or Episcopalian school, by Bishop Whipple. Well, our boys lived in Whipple Hall down at Faribault, Minnesota. How small a world we live in! But, of course, there weren't very many Englishmen around here, they were short of Anglicans, they couldn't fill up that old hall. And so Pastor Ness, I understand -- Johannes Ness -- a real good old Scandihoovian, came around here, and he and a few others came over and bought this place in 1891. And I want to tell you, they were tough traders -- they bought the whole thing for \$10,000, in order to educate and train Norwegian immigrants who needed to learn the English language, and it started out here in 1891. What a wonderful history! And as I looked over this audience tonight, I couldn't help but think, "My, how those early pioneers would have loved to have been here tonight -- those first ones that enrolled in this fine school, which was at that time really at the level of a secondary school. And I believe your first degrees -- your first Bachelor of Arts Degrees given out around 1917-1918. And here we see a full-fledged liberal arts college, a wonderful institution with over 2300 students, with a truly amazing record in the field of creative arts, particularly in its music, and many other departments, and now entering into the field of science. And we all know of the Concordia Choir. And some of the teams that I've talked to around here know about Concordia athletics too. They know about the wonderful programs that you have here in so many areas of your college life. So I'd hope that everybody in this audience that considers himself or herself a member of the Concordia College family will stand just a little taller tonight, and know that you have contributed something that is really worthwhile.

I said to a group of people in another city about three months ago, when I was speaking for a college -- we had a little dinner, and they were raising a little money, and these were very wealthy people -- and I said, "Do you know what you do when you make a contribution to a great university or a college? What you really do is just insure yourself a little piece of immortality. And have no doubt about it. Because when you make that helpful gift and gesture to a university, you add to the life of a nation, you add to its real life, and you add to the life of a student, of a young man or a young woman -- you give life, and in a sense, you extend to that person a part of your life." And I hope that you'll take this message very seriously, because our private colleges are in serious trouble. What a singular tragedy it would be if we were to

lose the pluralism -- this pluralistic society that we have here in America, where we have public education, private and parochial, sectarian and non-sectarian education. It's this competitive spirit in the educational structure that keeps it alive, that makes it something that is new and refreshing, and that offers a host of opportunities to hundreds of thousands, millions of people.

Let's make sure that we do not let die what is and was the beginning of higher education in America. Remember that higher education in America was sponsored first by the churches of America. The very first schools in America were not public schools, even though I'm a strong advocate of public education, and a graduate of your state university. But the first great schools were schools sponsored by people who believed in God Almighty, and who knew that they had to "Seek ye the truth," and were going to enlighten their minds and enrich their spirits with the privilege and the opportunity of an educational experience. So here we are, continuing on. The great universities of America started three hundred and thirty-some years ago, and they were church-sponsored schools. Here I'm talking to a group of people tonight that are proud of their faith, but more importantly proud of your citizenship. Most of you affiliated some way or another with this college. I would make it a matter of personal pride that Concordia College was second to none in this state. And if you say that I said that at Macalester, I'll deny it -- it's got to be taken out of this tape.

Well, you see how I feel, and I've talked to the Mac-ites about the same way when I've been down there and touching them up a little bit about what they ought to be doing. We have what we call Macalester Associates. Because, really, I have been with people that know how to give, and how to share. I'm a member of the Board of Trustees of Brandeis University. It's a new liberal arts university; it's the only Jewish-sponsored liberal arts university in the United States. And I have seen tremendous gifts, and it's a non-sectarian -- anybody of any faith, Catholic, Protestant, Jew, Hindu, anybody can come and study, and learn. And the interesting thing is that the more the people give, the more they have. And it's true, even of our nation. Of course, some people don't want to believe that, but it's true. Because, let me tell you that next year, when this nation of ours is through producing its next gross national product, we will produce over 50% of everything produced in the world, in this one country. So we've got a lot to do with, and I know that you know what to do with it, and I'm not going to say anything more about it, except that I'm kind of happy and

proud that you invited me here tonight for your Founders' Day Dinner. And with the title on your program, "With Faith in the Future" -- I didn't even write that title, but that's what I was going to talk to you about. And I want to talk to you about the future with some reference to why we are where we are, and what's happening now, in our time.

Every one of you here are upset to a degree about the unrest in this country. You can't help but be upset a little bit about the unrest on the campus. I had somebody tell me a story the other day about a young man that came in -- he was seeking some counsel, and he was getting interviewed by one of the admissions officers. And the admissions officer said to this young man that was going to come to the university, he said, "Well, what do you plan on taking?" And the kid said, "I haven't made up my mind whether it's the administration building or the library." Well, it sort of tells something about the temperament of the times. And sometimes I think that people -- I know that there is a growing feeling in this country that things have gotten out of hand. And I want to try to put it in some perspective for you tonight. Because I have, by choice, gone back to the campus. Because friends say to me, "What's the matter with you? Why do you want to lecture for six hours a day? What do you want to hang around those kids for?" And I say it just like that, day in and day out, "Because I think I'm learning more than they are, and I think I'm gaining a new insight into what's going on. Plus the fact, as I said at a press conference here, I like them." This is a great crowd, this group of young men and women of today. The trouble is that the lens that I'm looking at doesn't always focus upon the ones that are doing the good work. What makes news in this country are the tragedies. What makes news in this country are the things that are unusual -- the violence, the disturbance. Well, let me tell you, there's a lot of good news in this country, and that's why I have faith in the future. And I am here to say without fear of contradiction, that 98% of the students on the college campus today are doing better than their parents did when they were there, and they're good, and intelligent, healthy young people, and they're learning, and they're helping us to learn. Now they ought to get a pat on the back, and you can take and pat some other part of the anatomy for the other 2% -- that'll be all right with me.

Well, what have we been going through? Why are we in this restless period? It isn't unique to America, ladies and gentlemen, it's all over the world -- every place, from Czechoslovakia to Tokyo. Yes, it is -- from Indonesia to Canada,

from France to China and its Red Guards -- the same kind of restlessness, all over this world. It's like a fever, so it is not an American phenomenon -- we're just a part of a broader pattern. Well, maybe we ought to take a look at what's happened in the last 25, 30 years -- World War II. You can't have a blood bath in this world, and shake the world, literally, to its foundations, without having some changes, and without some ferment. And the world will never be the same again, since that titanic struggle. The world was bled. The world was shaken and fractured. And all you have to remember is, the United Nations Charter was signed in San Francisco, 1945, and there were fewer than 50 nations that could affix their signature as sovereign powers to a United Nations Charter. Today there are over 130. Africa, the Black Continent -- that's all we knew about it. Africa, the colonies. Today, Africa, dozens of nations, 800 tribes or more, all of them seeking their identity.

The transistor -- the little radio -- has brought the world to everybody's ear. You do not have to be able to read and write to know. That little transistor radio has been spread into the bush country, and people today hear what's going on, and they know of their neighbors more than they ever knew before. Just think of the advent of the Nuclear Age, when man learned how to split the atom, and unleash that tremendous force of energy, for either good or evil. As somebody once said, wouldn't it have been good if he'd learned how to split the difference at the same time. And maybe so. But the world will never be the same again, after the unleashing of atomic power -- never. The level of danger is higher -- people have been living in the Cold War for over 20 years, almost unknowingly, but walking on a very fine edge, like the fine edge of a canyon, and any moment they could fall off, and it has a subconscious effect upon us.

The Space Age -- ten years old, that's all. That's all. Sputnik, just going into its eleventh year now, Sputnik, 1958. And now man is exploring the universe. Apollo VIII circumnavigating the moon for days, Apollo VIII, putting this world in its proper perspective in God's scheme of things. Will you ever forget that picture of that little blue ball that was taken by Colonel Borman, and as he read to us from Genesis on Christmas, and we were able to see by television, mind you, our earth from a picture taken from right near the surface of the moon! And all at once we began to realize both how insignificant we are, and yet how we are here on this earth, just hanging on as it spins around. Not as one race of black man, white man, Protestant, Jew Catholic, but as the human race. And all

at once we began to understand that we're just a part of a bigger family called the family of the Solar System.

I've been talking to my students here the last few days about their neighborhood. And I've been talking to some parents about their neighborhood. And most of us out here think that if we give our young people a good home, nice things, tricycle, bicycle, some vitamins, some good medical care, some good food, we have taken care of them. Really, you haven't done a thing, because that child is going to be out of your home more than he's in it. That child lives in a neighborhood more than he lives in a bedroom. That child will spend more time in school than he'll spend with you, Mother. He'll spend most of his time with you sleeping or getting his face washed. But he spends most of his living day with other people. Therefore, we're going to have to be interested in a broader neighborhood. Maybe our town, maybe our county, gee, wouldn't it be good if that's all we had to worry about? But there's such mobility in the world today that you have to worry about the whole world. Do you know that in the last election there were 8 million people that could not cast a vote, simply because they were in a movement, and could not qualify under registration laws simply because they didn't stay any place long enough to qualify? Tells you something about what's going on. Eight million adults! Imagine them with a station wagon loaded up with kids, which is the way a lot of people travel -- it's the way Muriel used to take them back and forth from Washington. So, we have a world that has fundamentally changed. If you never had anything else that happened in this world except the computer in our lifetime, it'd never be the same.

I was at the Massachusetts Institute of Technology here, just a week ago tonight, and you know what I saw on the computer? I saw new art forms -- incredible display of art, by computer -- magnificent coloration. And then I heard a symphony played on a computer. And I know that a computer, for example, can literally manage the take-offs and landings at a massive airport. I know that all of our Apollo flights are controlled by computer more than they are by man. I know that many of the decisions in industry today are by computer. I know that trains are sent out and brought back -- the train, the railroad -- by computer today. I don't know much about a computer, because that's too sophisticated for me, I'm too old to know much about a computer, but your children will know about it, they'll talk the language of the computer. Those two little boys over there, when they're 25 years old, they'll talk a different language. They'll live the language of the computer, and they'll live in the Space Age, in which it will

not be strange to hear about travel to the moon. They'll live in a time when their education will come not from a professor at Concordia College alone.

These young men that I looked at over here, and the Carlson children that I saw a moment ago stand up over here, they will be in higher education when we will be having lectures by communications satellite from professors all over the world, with instantaneous translation mechanically. A professor in the University of Tokyo will be talking right into a classroom here in 10, 15 years. And the Japanese will be translated instantaneously by mechanical precision into the classroom. Why, I used in the plane in this last campaign, where I could talk into a machine and it would automatically type the message on the other end -- just the talk. I never believed it myself, but it did work. So, if you can do that now, just imagine what's going to happen.

Now, what this all adds up to is one phrase: A knowledge explosion. A knowledge explosion. Or, if it isn't knowledge, an information explosion. And everybody finds it on top of him today, you can't keep up with it -- you're turning the dials on the TV, getting the news broadcast, there's hardly anything you can do but what they've got to broadcast it. I was told at a meeting where I happened to be associated with a great company called Encyclopedia Britannica -- I'm chairman of their Board of Educational Consultants, I'm loaded into education these days -- and one of our consultants in the field of bio-medicine, because we make a lot of films for educational purposes, audio-visual aids, one of those consultants said, "Do you know, Mr. Humphrey, that if all of the publications in bio-medicine were put here at one time for one year, it would take an individual five hundred years reading 24 hours a day at speed reading to read one year's publication." So now we have to have systems that retrieve the real information out of it, sort of like the wheat from the chaff. And we're spending millions of dollars on what we call information retrieval -- indexing, collating, synthesizing, a whole new world. Boy, it makes me dizzy to think about it. Well, if it makes me dizzy, and you dizzy a little bit, maybe young people are confused with it too.

President Knutson, if a university president didn't have to cope with anything else but the increase in student enrollment, if that's the only problem he had, he'd have ulcers. Think of this, what's happened in our state colleges. Think of here, in 15 years you've tripled your enrollment. But think of what's happened, I went to the University of Minnesota back in the '30's and there were 13,000, now there's 48,000!

Now if President Malcolm Moos of the University of Minnesota had nothing else to do but just to look and count them, that's enough to drive him almost out of his mind. But every one of them is a personality, and every one of them has an individualized set of ideas. And every one of them is as much moved by what's happening as the rest of us are. So we add it up to say that there's a great pressure, and I now try to put this down to the educational community.

By the way, education's the biggest business in America, you know. General Motors looks like it's running a poverty station, compared to education. This is where the big money is. There are more employees in education than any other business in America, and it's getting bigger. 54% of the American families today have one or more of their children in college. No other nation in the world comes within a third of that. And in ten years, 70% of the American families will have one or more of their children in higher education.

We're going to have to build these facilities, we're going to have to find these teachers. And, ladies and gentlemen, we can't do it by just putting them in bigger classrooms, because young people, they resent that. They do not want to be treated like an IBM card. They want to be treated like individuals, and good teaching is not a mass rally. The best teaching is a seminar, the give and take. As somebody once said, "What is a university?" He said, "It's Socrates on one end of the log, and a student on the other." That's a real university -- a scholar and a student, a professor and a student in interchange, exchange of ideas. And we've been having, in these last few years, because of this sudden rush into education, the American people consumed with the desire for education. We've had to improvise, and as we've improvised, there has been some kind of a feeling that "I am not really important," that young people are beginning to say, "They don't like me, they don't want me, I'm just another number, I'm graded funny, like I get my grades on a computer. Nobody really reads my papers, I never meet the real professor." This is what happens in the big schools. And there's a rising trouble, just as there are people in our cities today, the poor, who say, "Look, I'm not going to obey that law, I had nothing to do with it. I was never consulted, I know nothing about what goes on." Now, you can say, "Well, they should've been," but I've been in public life long enough to know that it is not good enough just to open the door for some people. When a man has been told for 200 years that he can't walk through a door, and you open it, he still thinks he can't walk through it. And you have to reach out with your hand and help him through, for a few times, until he gets used to it. It's exactly like you do with a child until they get accustomed to what they ought to be doing.

So our students today are restless, and some of them are violent. Now there is no place on the campus, on any college campus, for violence. A college campus should be a scene of reason and restraint, but a college campus also should be a place where you can have a conflict of ideas, where you can speak and say whatever you wish to say, doesn't mean that you have to be taken seriously, but you ought to have the right to say it. This interchange of ideas. And I must say to the university faculties, and to university and college administrators that our job as a member of a faculty and an administrator is to be able to isolate those who would destroy, and to work with those who would reform. Our job is to deal firmly with those who commit acts of violence, and have the courage to exercise the discipline that's required. But our other job is to deal rationally with those who come to us and say, "There's something wrong here, and let's try to work it out." Because the modern student has something to say. He's a different student, he's the child of television, of radio, he's the child of a much-improved educational structure.

So this is my message: a changing world, and we can't live like we used to. It's an urbanized world. It's even an urbanized Minnesota, ladies and gentlemen, with all of the problems urbanization brings. It's a world in which, really, people are crying out for humanity, for humane treatment. This is what the people in Czechoslovakia were saying last August, last July, before the Soviet troops came in. They said, "Look, we want our place in the sun, we want a little freedom, we want a little breathing room. Ever since World War II, mankind has been trying to emancipate himself, and that process of emancipation goes on year in and year out. And sometimes, in the process of emancipation, excesses are committed. But don't lose your faith in the system that is yours. And that faith in the future is the topic of tonight."

Is there a good future: I was at some eastern college campuses recently where I had a very difficult assignment. In one campus, I was the only man out of four speakers that's ever finished his lecture. Well, you know, that's bad, when a man is denied, on a college campus, the right of free speech, whatever he has to say. That's just being a bully. And I found out that there are bullies in every kind of social structure. And you've got to stand up against them. You can't be driven off the platform, and you can't let it happen. Because if it starts to happen here, it'll happen every place else. It has happened many other places. But I also found out something: that many of the young people who weren't really bullies -- and there are very few that are, very few, and most

of them are disturbed, emotionally disturbed -- many of them are on drugs. What a catastrophe. Really, what a catastrophe. And I hope that everybody is aware of this very serious development in our country. The dope peddler, the pusher. These scoundrels. They're murderers on the installment plan. I've seen young people in colleges that are just ready for death. They go from one kind of drug to another until they're on heroin, and that's it. Thank God there are only a few, but we have to be on guard.

And I've seen young men stand up and say, "This system is rotten, Mr. Humphrey, and you're part of it." And you've heard them say the same thing, and only this time they didn't use my name, they used yours. You're identified with the system. And I've had to stand there to defend this system, and not only to defend it, but to proclaim it. And one young man says, "Tell me, what is this system?" I said, "I'll tell you what it is -- it is change. It is a social, political, economic structure that has the flexibility and the growth possibilities for modification, adjustment, and change. That's what this system is. And it can take a terrible beating. And you, Sir, have not enough in you to destroy it. So why don't you quit trying to destroy it, and start to join it?" Now, this is a fact. This is what we mean about faith in the future.

This country has had lots of violence throughout its life, and if we look back over it, only a few years back there was violence in this country, all kinds of it -- violence in the West, as we opened the West, violence when the labor movement started to get its chance for collective bargaining, violence when early management was putting the railroads across this country -- people died like flies. Life was meaningless. Every mile of railroad across America, there was almost a mile of bones -- of immigrants that had put those roads in. Lots of violence, but the system could take it. Not to advocate it, but what I'm asking for is faith in our future. Because if you don't have any faith, you have no future. And we have a lot of people in this country that think they're intellectuals by selling this country short. Now, I do not believe that you are a leader or an intellectual by just being a severe critic. You have to do more than criticize. You have to offer a constructive alternative. And many times those who are the critics of what we have offer no alternatives.

I've stood before an audience of 8 to 10 thousand young people for three hours, and I did it five times last week, as they would tell me -- and so many of them are very articulate -- they'd come up and condemn the system. I'd say, "All right, let's assume you're right. What system are you advocating?"

Give me even a faint blue --- just give me a sketch of it. I ask not for a blueprint, or details, just tell me in the most elementary way, what do you have in mind?" One man said, "I am going to spend the rest of my life a student at one of the great universities," he said, "I am going to spend the rest of my life, Mr. Humphrey, to destroy this system. I'm starting out tonight. I'm going to blow up trains, I'm going to do this and that." I felt, well, the poor boy's sick, but he was one of many. I've heard this so many times, and I said, "Before you do that, before you do that, would you please tell me, assuming that you're right, what do you have in mind? Maybe you can sell me on it." Well, to make a long story short, I visited with that young man in this large audience. He came up to me afterwards, and he says, "I want to thank you." He said, "You've convinced me that maybe I ought not to do what I said I was going to do tonight. Maybe I ought to stick with the system."

I had a young man come in this afternoon, a young man at my college, at Macalester, that came into me -- and I told Muriel how much I'd enjoyed this day -- and he came in, and he said the same things, and he'd been in to see me once before, talking this way, negatively, cynically. And I said, "You're too young to feel this way, you can't feel this way. You haven't even lived long enough to feel this way." But he felt bitter. And he and I have had some talks back and forth. Today he came in, he says, "You know, maybe my parents are right, maybe there is some possibilities for this system. Maybe you're right, you've helped me. Could I come back and talk to you again?" I said, "Yeah, but I'm no psychiatrist. I'm just your teacher. But I want you to think through what this is all about." You see, this is why we need colleges and universities today, and we need enough personal attention between teacher and student to help them. When I say them, I mean the young -- the young, who are bright; the young, who are alert; the young, who are concerned; the young, who see hunger in the midst of plenty. And let me tell you, this is rather a paradoxical situation that can shock anybody. When young people see waste of food, and hunger in the midst of plenty, and know that there's five million people in this country that do not have enough to eat, and yet we have to tell our farmers not to produce. They say, "Wait a minute, what's wrong?" When they know that we're going to have a trillion dollar economy next year -- a trillion dollars -- and then they are told that we can't have enough money to even operate a school lunch program in Jackson School in St. Paul, Minnesota, they know something's wrong, and something is wrong. And when they know that there is poverty in the midst of affluence, and terrible poverty, they know something's wrong.

The point that we have to show is that we have a way to correct it -- not instantaneously, but a process. And I'm here to say that our system has extended more benefits over a longer period of time in short order than any other political social economic system ever designed by the hand of man. And we've got to talk about that. I've gone to businessmen and said, "You can maybe sell commodities, but you're a poor salesman of ideas. Why do you leave it up to me as a professor to sell your idea? Why don't you start selling the fact that your economic system that you believe in, that you work in, produces more benefits, more human benefits, more of the good things of life, more of the precious things of life, than any other system? Why don't you have something alongside of your profit statement instead of your dividends, and put over there what you've done for a college, what you've been doing for your church, what you've been doing for a youth camp, what you've been doing for a handicapped person? Why don't you have a social ledger, as well as an economic ledger?" Then maybe young people in the colleges of America will say, "Hooray for American enterprise." Today they don't. 85% of them say they don't want anything to do with it, in the surveys. Now, they'll change. But why go through that? We've got another way to tabulate it, I think. And I think a college like this can help.

This is why I went back to education. I've been around this whole world. I've been with the richest of the rich, and the poorest of the poor. I've seen people who don't care about anything except themselves, living and wallowing in their wealth, without any idea of what it's all about. And I've seen young people today who are despairing, who are losing themselves, destroying their temple, their bodies, and minds. And yet I know that most people aren't that way at all. And that's why we talk so many times about this silent majority that's here in this room tonight, to put ourselves to work.

If I am correct, this college has not had any major blow-up. I believe I'm right, is that right, Mr. President? Well, let me tell you what I think this college ought to do. I think the supporters of this college ought to honor this student body and this administration and this president by saying, "Whatever you need, whatever is required, we know that you know how to run a college, and we're not going to stand back and wait until somebody causes trouble before we're going to do what we need to do. We're going to back you. And your budget's going to be balanced, and your money is going to be there, and the resources are going to be there," because you know as well as I do, if you get in real trouble here, you'll come through.

Why do we have to wait for a disaster before we start to love one another? Why do we have to wait for troubles before we start to take the remedies? Why do we have to wait for dissent before we do what we ought to have done anyhow? And I think it'd be a great piece of good news in America if a college out here in this great part, in the upper Midwest, were to say, "We're going to show that we know how to lead. And we're going to show that we know how to pay respects to a student body and a faculty and an administration. We're going to back it. We're going to give it a lifeline. We're going to give it the tools to do what they need to do to educate the finest that we have, our young people." I tell you, that news would go across this country. Because what happens in other places is that they start to do things after somebody's occupied the administration building, after somebody has burned up the records, after somebody has been in a sit-in for a week, after somebody has had the police on the campus. I don't want that to happen in Minnesota. It doesn't need to happen in any place in Minnesota. We ought to be able to do what we know we need to do, and to do it before somebody says, "We're gonna make you do it." And we ought to be able to isolate those who think they can bully their way, and work with those who say, "We want to work with you."

I have faith in your future -- lots of it. I think Concordia College will be here after you and I are dead and gone. And I think it will be educating the finest of our young people. It's a great asset to this state, to our sister state of North Dakota, to those benefactors that have come here from other places, from Montana, and Arizona, and Oklahoma, or wherever else they've come from. And, on behalf of everybody here, I want to say, "thank you" for your generosity. I ask you, however, to continue to open your hearts, and to open your minds and even, may I say, to open your purses because, in so doing, you're going to open up an opportunity for an awful lot of people that are crying out for it today. Thank you very much.

FROM Rev. Arthur Grimstad

CONCORDIA COLLEGE

920 - South 7th Street

MOORHEAD, MINNESOTA 56560

To Miss Vi Williams

Secretary to Mr. Humphrey

Federal Office Bldg. 7, Rm. 6233

Washington, D.C. 20515

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May 5, 1969

Miss Vi Williams
Secretary to Mr. Humphrey
Federal Office Bldg. 7, Room 6233
Washington, D.C. 20515

Dear Miss Williams:

We are sending under separate cover the tape recording of Mr. Humphrey's speech at our Founders' Day Dinner on April 25, 1969. Enclosed herewith are two copies of that address.

These are being sent to you in accordance with the request of Mr. David G. Gartner in his letter of March 19, 1969, addressed to Mr. Roger Swenson of our office.

We are deeply grateful to Mr. Humphrey both for his presence here on our campus and for his excellent message.

Cordially,

Rev. Arthur Grimstad
Executive Secretary

AG:em

Encls.

(tape s/c)



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