

V.P.
Hugh Hall~~Bill Nelson~~

REMARKS

BY

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Mr H in
moorhead

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WISCONSIN, MINNESOTA

- Home of ~~Max Conrad~~

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Supt Loren Ward

~~Principal Ken Peterson~~
Rost mader

Not very long ago when I came to meetings like this

and talked to gatherings of educators, I spoke about the
importance of Federal legislation and Federal appropriations
in our mutual effort to improve the quality of public education.

It is with much pleasure that I come today as one of
you - as a practicing pedagogue. You might say I'm on a
reverse Sabbatical, on leave from Washington to academia --

~~I hope on leave???~~

In any event, as a result of this occupational change,

~~under~~ - Mobile Science Lab
Construction of Vocational-Technical
Center
Lee College - comm. college

Shall
continue
to do
so
need
more.

2 1/2 million
Daffar
addition
to WH

Reverse
Sabbatical

I have a rather different, and I think usefully different,
vantage point from which to speak.

*Talk to Teachers, Administrators
Parents & Students.*

The education community is a many-splintered thing.

America's education professionals are as diverse in attitude

and resources as the plural ^{the} American culture. But as

educators, I think there is one thing on which we can agree:

that we should not want to -- and probably find it increasingly

difficult to -- confine ourselves to the limitations of the

academic program as we try to impart ^{Information & Knowledge} ~~wisdom~~ to the young.

*Broader
duties*

In these less than temperate times, I think we all find
ourselves obliged to relate what we teach -- and how we teach --

to the major concerns of contemporary life.

*War & Peace
Country & Race
Cities & Summer*

How we teach? Yes indeed. For if we are to be wise and

faithful stewards of the minds of the Nation's young, it is

essential that we give serious attention to the way in which we

and our students live and study together -- and it is together.

~~my friends.~~ I find myself studying all the time else I should never be able to keep up with these fine young minds!

As teachers, we must nurture our common humanity in a world increasingly dehumanized by sheer size, by mass media and massive construction, by shrinking distance and a rambunctious explosion of the population.

and As teachers, we owe our youth the spirit of honest inquiry; we must join in open-minded examination of the treasured shibboleths of our generation -- painful or not.

We cannot dust off this difficult generation with patronizing tolerance - or impatient intolerance - else we shall lose them altogether.

I'm sure you agree that

This is not a time when young people are noted for passivity. *But* If we do not have a constant concern for the quality of our discourse, we are apt to find ourselves in a desperate

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last-ditch dialogue with disaffected dissidents.

< We must struggle unceasingly for comprehension --
at all we must do this
theirs and ours -- at a time when our communication, though
constant, is too often trite, meaningless, repetitive and even,
 on occasion, evasive or dishonest. -- just good talk even

about dialogue or confrontation

We must let the lecture platform serve as a form and a

fulcrum, remembering always that education is not an end in

itself, but serves the intellectual, moral, cultural, social and
 material progress of mankind. "The quest for life is not knowledge,
 but action. Cardinal Newman."

< We must teach -- by word and deed -- that civilization
is of consequence and concern is not corny, and our students
 must in turn recognize that the generations that preceded them
 had these qualities in large measure.

< I am under no illusion that the ills of society will respond
early & easily to such academic medicine, but when those of us
 who act as transmitters not only of our own but of the world's
culture, join our serious students in seeking honest and

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relevant answers to the important concerns of their generation, there is bound to be a therapeutic impact.

↳ We hear a great deal about the new breed of youthful rebels these days. I am not sure that this generation differs qualitatively from those that preceded it. ↳ I don't know if they are different -- or only more so!

↳ I do know that I am tired of generalities -- from both generations. ↳ There are lots of turned-on middle-aged Americans and there are lots of square kids.

↳ The young paint with a very broad brush. ↳ Phoniness and materialism -- the most frequent targets of the young -- are hardly endemic to my generation. ↳ They have been with us always, as have treachery and perfidy and other human frailties.

↳ To me, candor is a virtue, and tactlessness is not and the line between them is thin indeed.

as old as your fears
as young as your hopes

as old as your doubts
as young as your faith
as old as your cynicism
as young as your ideals

L To me patience is a virtue; to the young it appears
 to be anathema. ^{But,} I do not ask patience of them -- they are
 the agents provocateur of progress, and patience would hardly
 be appropriate to this role -- but I do ask that they recognize
 and respect the efforts and achievements of those who preceded
 them in this activist arena. ^{you know,} We haven't been cooling our heels
 waiting for them; we've been pretty busy.

But ^{must not be} Concern and outrage ~~are~~ ^{both} ~~not~~ ^{the special}
 province of the young. ^{resent apathy.} ~~that~~ [?]

and civil disobedience. But I know too the other side of this coin:

that the right to dissent carries with it the obligation to permit
 others the right of advocacy. - "a respect for the opinions
 & ideas of others"

L I'm not afraid of disagreements, they are the healthy sign
 of an open society. L Tension doesn't scare me; physical tension
 is a good thing, it holds up our bridges. L Inner tension is
 responsible for much of our great creative expression. L A certain
adversary quality in the pupil-teacher relationship can be con-

" Colleges not meadows of meditation
but acres of action
Involvement

structive -- so long as there is mutual respect.

So / To the young I say: it is not enough to speak with great moral indignation if we do not make morality the basis of our personal dealings with each other.

< To my co-professionals I say: it is not enough to teach the intricacies of Constitutional interpretation if we cannot practice its essentials in our daily life. / ~~Assent to theory is meaningless when the heart is dissident.~~ / If we believe in majority rule and minority voice, we must not only practice it, but enforce it, each of us, in our classrooms as elsewhere. / This kind of classroom is active democracy. ~~my~~ *its what*

freedom is all about.

< As educators we cannot secrete ourselves in the scholar's study. Intellectual contemplation for its own sake is a luxury; we must act on what we believe. / It is good to

study history. It is even better to make it. But we must take

*The great end of life is not knowledge, but action.
(Said Cardinal Newman)*

care to be sure of our data and of our value judgments before
we move to action.

Knowledge without commitment may be wasteful, but
commitment without knowledge is dangerous. !

No Instant Answers If we are going to solve the tough problems facing
society today it will take study, self-doubt, hard work - and
passionate involvement. These things we owe our students -
and ourselves - plus comprehension and the ability to commun-
icate it.

*The work of self government is never done!
The ordeal of democracy in the future!*
So As we mark the beginning of American Education Week,
1969, it is good to note that the United States today provides
more education for more citizens than any nation in history.

Education has come a long way since our founding fathers first
contemplated the relationship between self-government and
public enlightenment. | *Jefferson - I grant a free*

But we cannot rest on our numerical laurels, we cannot

*Student
Popul-*

let our schools deteriorate into adolescent storage bins. Our
schools must be incubators for tomorrow's leaders, and we
 who deal with minds must be especially careful to make our
schools shaping institutions that reach out to the individual,
 to the community, and to the world.

*(It's well - civilization
 is now between Educ &
 catastrophe.)*

Education is a social tool and educators must act with

an eye for the national interest as well as the community
concern.

*(Community + school)
 Parents + Children*

*Head Start
 upward Bound*

If we can provide education that is relevant to life in
 our infinitely complicated contemporary world, we will have
 done much to preserve the strength and vitality of our society.



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