

001683

REMARKS OF  
SENATOR HUBERT H. HUMPHREY

TESTIMONIAL DINNER

BARRY COLLEGE

MIAMI, FLORIDA

MAY 10, 1971

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201-965

Sister Dorothy, Miss Miller  
Maurice Ferrer - David Watten  
Toronto WE HONOR A DEVOTED SERVANT OF THE CHURCH AND

A DISTINGUISHED LEADER IN THE FIELD OF HIGHER EDUCATION.

Sister Dorothy, the  
Sister Dorothy THE REMARKABLE SUCCESS OF BARRY COLLEGE

TRULY REFLECTS THE HIGH CALIBER OF YOUR ACCOMPLISHMENTS.

YOUR DEDICATION TO NURTURING THE SPIRIT AND THE MIND OF

YOUNG WOMEN MERITS FAR MORE THAN THIS BRIEF MOMENT OF

SINCERE RESPECT EXPRESSED OR QUIETLY FELT BY ALL OF US

GATHERED AT THIS DINNER, AND BY YOUR <sup>many</sup> FRIENDS THROUGHOUT

FLORIDA AND THE NATION.

THE TEACHING ACTIVITIES OF THE DOMINICAN SISTERS GO

BACK TO THE CREATION OF THE ORDER SOME SEVEN-AND-A-HALF

CENTURIES AGO.

DOMINIC SAW THE CENTRAL NEED OF THE FAITH, IN HIS TIME,

AS BEING EFFECTIVE PREACHING AND THE ACHIEVEMENT OF THE

HIGHEST SCHOLARSHIP IN BRINGING ETHICAL DEMANDS TO BEAR

UPON THE AFFAIRS OF MEN. BUT ONE VITAL FACT TOO OFTEN

OVERLOOKED BY HISTORIANS IS THAT THESE GOALS WERE NOT

TO BE ACHIEVED THROUGH MONASTIC WITHDRAWAL. THE IDEAL

WAS NOT CONTEMPLATION APART FROM THE WORLD, BUT ACCESS

TO PEOPLE IN THEIR NEEDS.

CERTAINLY, IN THIS TIME OF PROFOUND HUMAN NEED, IT

IS ESSENTIAL THAT EDUCATION SHOULD MOLD NOT ONLY THE

SKILLS OF MEN, BUT THAT IT SHOULD ALSO REACH OUT TO THEIR

SPIRIT AND WILL, CHALLENGING THEM WITH THE OPPORTUNITY AND

DEMAND FOR A BETTER WORLD IN WHICH ALL OUR PEOPLE CAN

ENJOY LIVES OF MEANING, OF PURPOSE, AND OF FULFILLMENT.

It MUST HAVE BEEN TRUE THAT THE DOMINICANS, AS WELL  
AS THE FRANCISCANS AND JESUITS, WHO BEGAN MISSIONARY  
WORK IN FLORIDA IN THE LATE 1500's, HAD THIS VISION OF  
A BETTER WORLD, WHERE THE VISION OF MEN COULD BE RAISED  
TO A NEW HORIZON, AND THEIR FACULTIES DEVELOPED TO THEIR  
FULL POTENTIAL.

But <sup>(Barry Singers)</sup> ~~the opportunity to~~ THIS VISION, THIS OPPORTUNITY  
FOR EDUCATING THE WHOLE PERSON, IS FACING A SEVERE  
CHALLENGE TODAY. Our INSTITUTIONS OF HIGHER EDUCATION  
~~are confronted by a~~ <sup>are confronted by a</sup> ~~THROUGHOUT AMERICA~~ A FINANCIAL CRISIS.

HUNDREDS OF AMERICAN COLLEGES NEED HELP NOW IF THEY ARE  
TO SURVIVE, MUCH LESS UNDERTAKE THE MAJOR EXPANSION  
DEMANDED IN THE PRESENT DECADE.

COSTS HAVE BEEN RISING SHARPLY, AND COLLEGE ADMINISTRATIONS  
HAVE BEEN FORCED TO ESCALATE TUITION CHARGES SIMPLY TO  
KEEP PACE WITH THESE FINANCIAL DEMANDS. / AND THE FUTURE  
OF OUR HIGHER EDUCATION INSTITUTIONS IS BEING MORTGAGED  
AS THEY ARE FORCED TO DRAW UPON THE PRINCIPAL OF THEIR  
ENDOWMENTS TO MEET CURRENT OPERATING COSTS.

⌞ THE U. S. OFFICE OF EDUCATION HAS REPORTED THAT  
ENROLLMENTS IN AMERICA'S PUBLIC AND PRIVATE COLLEGES  
AND UNIVERSITIES INCREASED BY OVER 115 PER CENT DURING  
THE LAST DECADE. / WE HAVE YET TO GRASP THE IMPLICATIONS  
OF THIS FANTASTIC RISE IN COLLEGE enrollment.

37 million  
4  
7 million

It DEMANDS A TOTAL REDEFINITION OF INSTITUTIONAL PURPOSES,

A SHARP UPGRADING IN THE QUALITY OF CURRICULUM AND

METHODS OF TEACHING, AND A TOTAL REEVALUATION OF THE

ADMINISTRATION AND EMPLOYMENT OF RESOURCES BY OUR CENTERS

OF HIGHER LEARNING

But WE CANNOT BEGIN TO ADDRESS THESE DEMANDS UNLESS

WE ~~WILL NOT~~ <sup>related to</sup> SOLVE THE PROBLEMS ~~OF~~ ESCALATING ENROLLMENTS

AND POTENTIAL BANKRUPTCY FACING MANY OF OUR COLLEGES.

There WILL BE BETWEEN 9 TO 10 MILLION STUDENTS ENROLLED

BY 1975 -- A FURTHER INCREASE, BEYOND THAT OF THE PAST

DECADE, OF OVER 25 PER CENT.

✓ BUT OTHER STATISTICS REVEAL SPECIAL PROBLEMS THAT  
OUGHT TO TROUBLE US DEEPLY. ✓ FIRST, THE STUDENT  
ENROLLMENT INCREASE IN PUBLIC INSTITUTIONS HAS BEEN  
FAR HIGHER THAN THE TOTAL INCREASE I HAVE CITED -- FROM  
1960 TO 1970, IT WAS 163 PER CENT, ✓ PRIVATE INSTITUTION  
ENROLLMENTS ROSE BY ONLY 44 PER CENT OVER THE SAME PERIOD.  
THIS IS ONLY ONE OF THE STATISTICS THAT CLEARLY ESTABLISH  
THE FACT THAT OUR PRIVATE COLLEGES ARE IN TROUBLE.  
✓ SECOND, WHILE THE PROPORTION OF YOUNG PEOPLE FROM  
OUR LOW-INCOME FAMILIES, WHO HAVE BEEN ENTERING COLLEGE  
HAS INCREASED OVER THE PAST DECADE, IT IS STILL TRUE THAT  
ONLY 7 PER CENT OF ALL OUR COLLEGE STUDENTS COME FROM POOR  
FAMILIES.

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WE HAVE A LONG WAY TO GO IN PROVIDING HIGHER EDUCATION

OPPORTUNITIES FOR THE BLACK AND THE POOR. MANY OF OUR

COLLEGES ARE STRAINING THEIR FINANCIAL RESOURCES TO

EXPAND THESE OPPORTUNITIES, BUT IT IS DEEPLY DISTURBING

*predominantly*  
THAT OUR BLACK COLLEGES ARE GENERALLY IN EXTREMELY

POOR FINANCIAL CONDITION

DIVERSITY AND FULL ACCESS <sup>to</sup> OPPORTUNITY OUGHT TO BE

THE HALLMARK OF AMERICAN HIGHER EDUCATION.



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AS THE PRESIDENT'S TASK FORCE ON HIGHER EDUCATION STATED  
IN ITS REPORT IN AUGUST, 1970:

"THE DIVERSITY OF AMERICAN HIGHER EDUCATION IS CENTRAL  
TO ITS STRENGTH. THIS DIVERSITY HAS GROWN FROM  
A TRADITION THAT ENCOURAGES INSTITUTIONAL INITIATIVE,  
CREATIVITY, SELF-DETERMINATION, AND AUTONOMY.

THESE CHARACTERISTICS ARE VITAL TO THE STRENGTH OF  
OUR INSTITUTIONS AND SHOULD EXPLICITLY BE ENCOURAGED  
AND STRENGTHENED BY NATIONAL POLICY."

THAT BRIEF PARAGRAPH IN THE TASK FORCE REPORT SHOULD  
BE SEARED INTO THE MIND AND CONSCIENCE OF EVERY AMERICAN  
WHO CARES AT ALL ABOUT WHAT HAPPENS TO EDUCATION BEYOND  
THE HIGH SCHOOL LEVEL.

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└ BUT THEN THE REPORT MOVES RIGHT ON TO THE SECOND  
CONCERN I HAVE RAISED HERE THIS EVENING, └ ~~THE CAREFUL CHOICE~~  
~~OF WORDS HIDES THE REALITY AND DESPAIR OF HUMAN~~  
~~DEPRIVATION, BUT THE LANGUAGE STATES THE CASE BLUNTLY.~~ └ THE

REPORT STATES:

"AMERICAN INSTITUTIONS ARE NOT SERVING LARGE NUMBERS  
OF QUALIFIED YOUNG PEOPLE WHO COULD BENEFIT FROM  
POST HIGH SCHOOL EDUCATION. THE STRUCTURE OF OUR  
SOCIETY AND THE PATTERNS OF FINANCING HIGHER EDUCATION  
FOR THE INDIVIDUAL HAVE OPERATED TO EXCLUDE LARGE  
NUMBERS OF QUALIFIED YOUNG PEOPLE FROM HIGHER EDUCATION."

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∠ I READ <sup>this</sup> ~~THAT~~ AS SAYING THAT A COLLEGE EDUCATION  
REMAINS PRIMARILY THE PREROGATIVE OF THE YOUNG PERSON  
FROM AN UPPER INCOME FAMILY, AND I FIND THIS TO BE  
MORALLY, SOCIALLY, AND ECONOMICALLY WRONG.

Now ~~AS I HAVE SUGGESTED~~ THE IMMEDIATE ANSWER TO  
BOTH THESE PROBLEMS -- THE THREATENED DECLINE OF  
DIVERSITY AND AUTONOMY IN AMERICAN HIGHER EDUCATION,  
AND THE CONTINUING DENIAL OF ACCESS TO HIGHER LEARNING  
OPPORTUNITIES FOR YOUTH OF OUR POOR FAMILIES -- ~~IT~~ IS  
which means - Greater Private Support and  
MONEY. ~~IT IS~~ SUBSTANTIAL FEDERAL ASSISTANCE TO ALL OUR  
INSTITUTIONS OF HIGHER EDUCATION. o

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*now*

LET ME SPELL OUT MY IMMEDIATE CONCERN ABOUT SUSTAINING  
THE PRIVATE, LIBERAL ARTS COLLEGES OF AMERICA. I STRONGLY  
BELIEVE THAT A HETEROGENEOUS POPULATION, A PLURALISTIC  
SOCIETY, DEMANDS THAT THERE BE AN EQUAL PLURALISM IN THE  
OPPORTUNITIES FOR *Higher* ~~EDUCATION~~ ~~OPPORTUNITIES~~  
FOR ~~YOUR PEOPLE~~.

BUT SECONDLY, I BELIEVE THAT THE RICHNESS OF  
DIVERSITY IN AMERICAN HIGHER EDUCATION IS SERIOUSLY  
THREATENED. *from* FREEDOM ~~FROM~~ LEGISLATIVE SUPERVISION  
HAS MADE AMERICAN HIGHER EDUCATION STRONG AND EXCITING.

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THE COMPETITION BETWEEN THE FORMS OF INSTITUTIONS

OF HIGHER LEARNING HAS INSURED CONTINUOUS UPDATING AND

REFORM ~~LEADING TO EXPANDING HORIZONS OF WHAT CONSTITUTE~~

~~COMPREHENSIVE AND IN-DEPTH LEARNING EXPERIENCES FOR~~

~~SUCCESSING GENERATIONS OF OUR PEOPLE.~~

L ~~BUT~~ <sup>late</sup> ~~THE LAST CENTURY~~ WE HAVE EXPERIENCED A SWING

IN THE PENDULUM AWAY FROM <sup>an</sup> ~~A STRICT~~ EMPHASIS UPON A LIBERAL

ARTS EDUCATION AND TOWARD AN OBSESSION WITH PROFESSIONALISM

AND TECHNOCRACY. L IN 1828, THE YALE COLLEGE "MANIFESTO"

DEFINED EDUCATION AS BEING STRICTLY NON-TECHNICAL AND

NON-PROFESSIONAL. IN 1852, CARDINAL NEWMAN DEFINED THE

"IDEA OF A UNIVERSITY" AS BEING BROADLY TO PREPARE YOUNG

MEN "TO FILL ANY POST WITH CREDIT, AND TO MASTER ANY SUBJECT

WITH FACILITY."

IT WAS HIS BELIEF THAT A UNIVERSITY OUGHT NOT ATTEMPT TO  
PROVIDE A PROFESSIONAL AND TECHNICAL EDUCATION.

↳ BUT TODAY WE TOO OFTEN HAVE REPLACED THIS SHARP  
BOUNDARY FOR HIGHER EDUCATION ~~IN AMERICA~~ WITH AN EQUALLY  
HIGH FENCE THAT SEES THE DEMANDS OF A TECHNOLOGICAL  
SOCIETY, COUPLED WITH THE SOURCES OF FINANCIAL ASSISTANCE  
WHICH THESE DEMANDS GENERATE, AS DEFINING IN ADVANCE  
WHAT AN AMERICAN COLLEGE OR UNIVERSITY SHOULD BE ALL  
ABOUT.

↳ ~~THERE CAN BE NO QUESTION THAT WE MUST CONTINUE TO~~  
*of course,*  
EXPAND OPPORTUNITIES FOR PROFESSIONAL, TECHNICAL, AND  
VOCATIONAL EDUCATION IN AMERICA.

ONE CASE IN POINT IS THE SERIOUS NEED TO SUBSTANTIALLY  
EXPAND THE HEALTH MANPOWER RESOURCES OF AMERICA, PROVIDING  
MORE DOCTORS AND NURSES AND PARA-PROFESSIONAL PERSONNEL.

L BUT WE MUST ALSO COME TO RECOGNIZE AGAIN THE VITAL  
IMPORTANCE OF THE EDUCATION OF THE WHOLE MAN, WHICH IS  
THE GENIUS OF THE LIBERAL ARTS CURRICULUM OF OUR PRIVATE  
COLLEGES. L THAT IS REALLY WHAT WE MEAN WHEN WE TALK ABOUT  
MAINTAINING THE THREE BRANCHES OF KNOWLEDGE FOR THE

"A. B. GENERALIST": THE HUMANITIES; THE PHYSICAL AND  
BIOLOGICAL SCIENCES AND MATHEMATICS; AND THE SOCIAL SCIENCES.

*out* L CERTAINLY, MONSIGNOR BARRY'S DEDICATION TO THE EDUCATION  
OF THE TOTAL PERSON TO PLAY A RESPONSIBLE ROLE IN THE  
BETTERMENT OF SOCIETY, WAS IN THE MIND OF THE FOUNDERS

OF BARRY COLLEGE 30 YEARS AGO.

*and*

WE MUST NOT LET THAT SENSE OF DEDICATION BE SACRIFICED

*Bees*  
TODAY,

*Keep*

WE MUST NOT CONFUSE MEANS AND ENDS IN OUR EDUCATIONAL  
PURPOSES. WHAT DO WE SEEK FOR MAN ON EARTH? WE SEEK  
HUMAN DIGNITY, PERSONAL EXPRESSION AND FULFILLMENT,  
FREEDOM, AND JUSTICE. TECHNOLOGY IS ONE INSTRUMENT BY  
WHICH TO ACHIEVE THESE ENDS. AND THE VALUE OF THAT TOOL  
DEPENDS ON THE INTELLIGENCE, THE JUDGMENT, AND THE  
CREATIVITY OF MAN HIMSELF.

EDUCATION OUGHT TO INVOLVE MAN IN IDEAS AS WELL  
AS THINGS; IN ETHICS AS WELL AS ENGINEERING.

WE NEED A SOCIETY OF COMPASSION AS WELL AS COMFORT;  
OF HUMANISM AS WELL AS HARDWARE; AND OF FREEDOM AS WELL  
AS FOOD.



NOW, MORE THAN EVER, THE LIBERAL ARTS ARE NEEDED  
TO HUMANIZE MAN, TO STIMULATE WHAT SHAKESPEARE CALLED  
THE "BETTER ANGELS OF OUR NATURE." / AND THE LIBERAL  
ARTS ARE THE FOUNTAIN OF IDEALISM -- FROM WHICH SPRING  
THE GOALS WHICH TECHNOLOGY SHOULD SERVE.

∠ IT IS WHEN ETHICS AND MORALITY SHAPE OUR ENVIRONMENT  
THAT SCIENCE AND TECHNOLOGY WILL BE SEEN AS AN INVENTION  
TO BE WELCOMED, RATHER THAN A THREAT TO BE FEARED.

∠ A FREE SOCIETY REQUIRES MORE THAN POWER AND WEALTH.

∠ IT MUST BE BASED ON JUSTICE AND OPPORTUNITY / THE MODERN  
INDUSTRIALIZED NATION NEEDS <sup>above all</sup> ~~TOO~~ A SENSE OF COMPASSION

AND CONCERN -- THAT SENSE, IF YOU WILL, OF HEIGHTENED

MORAL SENSIBILITY WHICH STEMS FROM THE ARTS AND HUMANITIES,  
AND FROM RELIGION.

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L A TRUE LIBERAL EDUCATION INFUSES AN ELEMENT OF  
HUMILITY AND COMPASSION, OF HUMANISM AND SOCIAL CONSCIOUSNESS.

L THAT LESSON IS CENTURIES OLD, AS WE READ IN THE BOOK OF  
MICAH: "AND WHAT DOES THE LORD REQUIRE OF YOU, BUT TO  
DO JUSTICE, AND TO LOVE MERCY, AND TO WALK HUMBLY WITH  
YOUR GOD."

L IT IS FOR THESE REASONS THAT I AM SO DEEPLY  
CONCERNED THAT THE FREEDOM, THE AUTONOMY, AND THE DIVERSITY  
OF AMERICA'S COLLEGES AND UNIVERSITIES BE MAINTAINED. L

DO NOT BELIEVE THAT GOVERNMENT SHOULD ATTEMPT TO DICTATE  
THE AIMS OF UNIVERSITY EDUCATION. L IN A DEMOCRATIC SOCIETY  
THOSE WHO GOVERN, CAN GOVERN WELL ONLY IF THEY RECOGNIZE  
THAT THE UNIVERSITY SERVES SOCIETY BY PURSUING THE TRUE AIM  
OF THE UNIVERSITY -- THE PURSUIT AND DISSEMINATION OF TRUTH.

It is precisely the independence of the university and the college that enables them to stand in judgment over the actions of government and to speak to the course demanded of a free society.

To maintain a balance between the university's independence and the need for social stability requires a self-disciplined and well-educated citizenry. The general education offered by the liberal arts college and university is the best guarantee that this balance will be maintained.

I call for the establishment of a major commitment by our federal government to maintaining the strength and diversity of America's institutions of higher education.

I CALL FOR SUBSTANTIAL FEDERAL FINANCIAL ASSISTANCE  
TO ALL OUR COLLEGES AND UNIVERSITIES. It IS ESTIMATED  
THAT THE RESOURCES AVAILABLE TO OUR COLLEGES AND  
UNIVERSITIES MUST MORE THAN DOUBLE DURING THE NEXT DECADE  
TO A LEVEL OF \$41 BILLION. AND THE RESPECTED CARNEGIE  
COMMISSION ON HIGHER EDUCATION HAS CALLED FOR A DECISIVE  
EFFORT TO ELIMINATE RACIAL AND ECONOMIC BARRIERS TO HIGHER  
EDUCATION BY 1976.  
I BELIEVE IT IS TIME TO INAUGURATE A MAJOR NEW  
SOURCE OF FINANCIAL ASSISTANCE <sup>- one that</sup> ~~THAT~~ FOLLOWS THE STUDENT  
TO THE COLLEGE OF HIS CHOICE. THIS IS WHY I JOINED  
WITH SENATORS DELL AND MONDALL IN THE SPONSORSHIP OF  
VITAL LEGISLATION, THAT WILL PROVIDE DIRECT FEDERAL ASSISTANCE  
TO STUDENTS AS A MATTER OF RIGHT, AND ON THE BASIS OF NEED.

~~PARTICULAR EMPHASIS IS PLACED ON CREATING EFFECTIVE~~

~~EDUCATIONAL OPPORTUNITIES FOR YOUNG PERSONS FROM LOW-INCOME~~

~~FAMILIES~~ AND, OF SPECIAL IMPORTANCE, STUDENT ASSISTANCE

UNDER THIS LEGISLATION WOULD BE COUPLED WITH COST-OF-

INSTRUCTION AID TO THE RESPECTIVE INSTITUTION.

~~THIS IS THE DECISIVE NEW DIRECTION WE SHOULD BE~~

TAKING IN FEDERAL AID TO HIGHER EDUCATION. ~~TO~~


~~MAKE EVERY POSSIBLE EFFORT TO ASSURE PASSAGE OF THE~~

~~LEGISLATION TO ACCOMPLISH THIS GOAL.~~


~~LET US RESOLVE HERE AND NOW TO MAKE HIGHER EDUCATION~~

IN AMERICA -- PRIVATE AS WELL AS PUBLIC INSTITUTIONS --

THE FINEST IN THE WORLD.

WE IN CONGRESS NEED YOUR HELP NOW IF THIS JOB IS TO BE  
DONE. BUT YOU WILL BE COMMITTING YOURSELVES TO A TASK  
OF THE HIGHEST IMPORTANCE TO ALL THE PEOPLE OF THIS  
GREAT LAND OF OPPORTUNITY.  THE CHARGE IS LAID BEFORE  
US BY THOMAS CARLYLE, IN THOSE WELL-REMEMBERED WORDS:

"THAT THERE SHOULD ONE MAN DIE IGNORANT  
WHO HAD THE CAPACITY FOR KNOWLEDGE,  
THIS I CALL A TRAGEDY."



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