

REMARKS BY SENATOR HUBERT H. HUMPHREY

EDUCATION FOR LIFE

University of Minnesota Technical College

Waseca, Minnesota

June 14, 1974

It is a pleasure to join with you in your commencement ceremonies here at Waseca. A new institution of learning such as this holds out bright hopes and great promise for the future.

I am encouraged by the kinds of programs which are being developed here. We need a wide variety of skilled professional people in agricultural-related fields. And I am pleased that your curriculum includes a great deal of practical training, which you refer to as pre-occupational experience.

Your programs also clearly recognize that we need to start treating our farmers as professionals, which they are, and provide training for twentieth century agriculture.

Today, I would like to share with you some ideas and observations on recent developments in education. You may recall that I had a brief academic career some years ago when the electorate gave me a temporary sabbatical from politics.

In the last decade there have been some rather startling changes in education and the view of it by our people. The parents here today will recall rapid growth in public school enrollments as a fact of life until recent years.

Most school districts engaged in a rapid expansion of their school facilities during the 1960's, with large bond issues required to cover the construction costs. And colleges were booming. Everyone, or almost everyone, talked about going to college.

There also were great hopes in terms of what education offered by way of providing solutions to our national problems. Even being a professor had almost become respectable.

Much of this has since changed. We have passed through a period of campus radicalism and activism. This has had a greatly sobering effect.

But this only partly explains the change in atmosphere and outlook from the early 1960's. First of all public enrollments no longer are increasing by leaps and bounds. For some states this has meant the rediscovery of solvency.

At the college level, reduced enrollments combined with rising costs have meant some very painful adjustments. Some colleges even have had to close their doors.

A college or university education now appears on the way to becoming the exclusive province of the rich. The life dream shared by many families of modest means of sending their children to college has faded. And, unfortunately, the present Administration does not appear too concerned about this trend.

Beyond the very critical cost constraint, there also is a changing attitude toward college education itself. Many young people are not going to college, or at least not immediately after high school.

A few years ago, going directly to college was a must. As a parent you worried if your son or daughter couldn't make it through college. And you had a problem child if he wanted to try something else.

For young women, parents often had a second goal in addition to college. They were expected to have a husband lined up by graduation time. It did not matter, however, if they ever used their education. Fortunately, many young women were not willing to accept this role.

We all are aware of instances of young people who went off to college, as was expected of them by their families. They were capable and intelligent, but, frequently college was not for them. When they couldn't make it for one reason or another, they were looked on as failures.

I hope we are past that attitude today. We cannot afford nor should we ever think of putting the stigma of failure on capable and useful youth.

In fact, we have become more aware that college is not the right answer for many people. And it frequently does not offer adequate preparation for useful employment.

This institution at Waseca is one very effective response to some to the shortcomings of the typical college.

At a time when we are beginning to see the need to conserve our physical resources, we need to make a greater effort to utilize fully our human resources.

I am not at all pessimistic about these educational changes. In my view, we need to be less concerned with the form of education while giving much greater emphasis to its substance.

One encouraging development in colleges is the many-fold increase in the pursuit of independent studies. This is a very useful way of giving to mature students the freedom to develop, define and pursue areas of interest.

My hope is that increasingly education will be viewed by all Americans as a continuing life-long process.

The colleges and universities presently beset by financial woes need to make more of an adjustment to meet a wider ranging clientele.

While most young people may still choose to continue their education directly after high school, increasingly other options must be developed. People should feel free to pursue a formal education at all ages, picking up a discontinued program, adding to or supplementing as desired.

This approach to education is one which makes sense in terms of spreading the costs, and it also is important in terms of having an informed and responsive citizenry.

With an ever growing list of complex issues, we need to have a citizenry which constantly being updated in its information. Treating education as a continuing process should lead to an improved analytical capability on the part of our citizens. This is an area where we need to make improvements, especially in understanding public issues.

For many years we have operated with a simple trust that all we as citizens needed were the facts. While I would not deny the importance of sound factual information, it is not always easy to present just the facts. What facts are included or excluded and how presented makes a great deal of difference.

But our present national crisis only heightens my conviction that an array of facts is not in itself enough. We need people who can weigh and sift facts of greatly differing importance.

Our people cannot rely on government or the media to put the facts into meaningful conclusions. They must develop that capability themselves.

The present Watergate tragedy may well be the disaster of this century. But if we come out of it with our institutions strengthened, and if our people come to realize the importance of vigilance and being able to reach their own reasoned judgments, then all will not be lost.

Beyond helping develop an informed populace with improved analytical skills, the education for life approach also carries important personal benefits.

This approach should encourage people to understand not just their profession, but its context within our total society.

We need people who are ever alert to new ideas and innovations regardless of their station in life.

As Oliver Wendell Holmes stated,

"Every calling is great when greatly pursued."
As life is action and passion, it is required of a man that he should share the passion and action of his time, at peril of being judged not to have lived."

Since many of today's graduates will be working in agricultural related fields, I would suggest that you become familiar with some of the key problems facing American agriculture.

For example, how much of our crops can we safely afford to sell abroad and still protect our own farmers and consumers? How should we go about establishing a sound national and international system of food reserves?

Another area of major importance is nutrition. We have not scratched the surface of this problem.

Can we as a nation afford to continue our poor diet, thereby inviting the poor health which often follows? The work to be done in the nutrition field is unbelievable.

With much of the world in need of food and the United States a food surplus nation, the level of our production and what we do with it spells life and death for people in other nations.

You can see that this limited list of issues is indeed challenging for those who are willing to respond. It is hardly a dull field. Even **some** of your sophisticated city friends are beginning to sense its importance.

I have not laid out for you a scenario which is impossible. But, I have not offered an easy path or a cop-out. That is no answer at all.

What I have proposed is an ongoing path which offers hard work and hopefully fulfillment. This is the kind of dedication which our nation needs, now more than ever.

In the words of Victor Hugo:

"The future has several names. For the weak, it is the impossible. For the faint-hearted, it is the unknown. For the thoughtful and valiant, it is ideal."

The Challenge is Urgent.

The Task is Large.

The Time is Now."

The choice is up to you. The field is wide open. Accept the challenge and run with it.

I wish you every success.

#

Bot Hope - Don't go!

Albion Husley
has Peered into
the future -
it won't
work

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EDUCATION FOR LIFE

UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE

WASECA, MINNESOTA

JUNE 14, 1971

Rev Bartelt - Repr Searle -
Sen Patton

Faculty

Mr Edward Frederick, Provost

Superintendent, Richard Anderson

Minn Southern Experiment Station

Steve Babcock

Dr McGraw - U of M

Mr Krein

Mr Patton

Legislature

IT IS A PLEASURE TO JOIN WITH YOU IN YOUR COMMENCEMENT
CEREMONIES HERE AT WASECA. A NEW INSTITUTION OF LEARNING SUCH
AS THIS HOLDS OUT BRIGHT HOPES AND GREAT PROMISE FOR THE FUTURE.

I AM ENCOURAGED BY THE KINDS OF PROGRAMS WHICH ARE BEING
DEVELOPED HERE. WE NEED A WIDE VARIETY OF SKILLED PROFESSIONAL
PEOPLE IN AGRICULTURAL RELATED FIELDS AND I AM PLEASED THAT
YOUR CURRICULUM INCLUDES A GREAT DEAL OF PRACTICAL TRAINING, WHICH
YOU REFER TO AS PRE-OCCUPATIONAL EXPERIENCE. *(Peter Foggy)*

YOUR PROGRAMS ALSO CLEARLY RECOGNIZE THAT WE NEED TO START
TREATING OUR FARMERS AS PROFESSIONALS, WHICH THEY ARE, AND PROVIDE
TRAINING FOR TWENTIETH CENTURY AGRICULTURE. *(Job opening)*

TODAY, I WOULD LIKE TO SHARE WITH YOU SOME IDEAS AND
OBSERVATIONS ON RECENT DEVELOPMENTS IN EDUCATION.

YOU MAY RECALL THAT I HAD A BRIEF ACADEMIC CAREER SOME YEARS AGO
WHEN THE ELECTORATE GAVE ME A TEMPORARY SABBATICAL FROM POLITICS.

IN THE LAST DECADE THERE HAVE BEEN SOME RATHER STARTLING
CHANGES IN EDUCATION, ~~AND THE VIEW OF IT BY OUR PEOPLE.~~ THE PARENTS

HERE TODAY WILL RECALL RAPID GROWTH IN PUBLIC SCHOOL ENROLLMENTS
AS A FACT OF LIFE UNTIL RECENT YEARS.

MOST SCHOOL DISTRICTS ENGAGED IN A RAPID EXPANSION OF THEIR
SCHOOL FACILITIES DURING THE 1960's, WITH LARGE BOND ISSUES
REQUIRED TO COVER THE CONSTRUCTION COSTS, AND COLLEGES WERE
BOOMING. EVERYONE, OR ALMOST EVERYONE, TALKED ABOUT GOING TO
COLLEGE.

THERE ALSO WERE GREAT HOPES IN TERMS OF WHAT EDUCATION OFFERED
BY WAY OF PROVIDING SOLUTIONS TO OUR NATIONAL PROBLEMS. EVEN BEING
A PROFESSOR HAD ALMOST BECOME RESPECTABLE.

L MUCH OF THIS HAS SINCE CHANGED. WE HAVE PASSED THROUGH A
PERIOD OF CAMPUS RADICALISM AND ACTIVISM. THIS HAS HAD A GREATLY
SOBERING EFFECT.

L BUT THIS ONLY PARTLY EXPLAINS THE CHANGE IN ATMOSPHERE AND
OUTLOOK FROM THE EARLY 1960'S. FIRST OF ALL, ^{School} PUBLIC ENROLLMENTS
NO LONGER ARE INCREASING BY LEAPS AND BOUNDS. FOR SOME STATES THIS
HAS MEANT THE REDISCOVERY OF ^{financial} SOLVENCY.

L AT THE COLLEGE LEVEL, REDUCED ENROLLMENTS COMBINED WITH RIISING
COSTS HAVE MEANT SOME VERY PAINFUL ADJUSTMENTS. SOME COLLEGES EVEN
HAVE HAD TO CLOSE THEIR DOORS.

L A COLLEGE OR UNIVERSITY EDUCATION ^{has become} ~~NOW APPEARS ON THE WAY TO~~
^{more costly every year} BECOMING THE EXCLUSIVE PROVINCE OF THE RICH. THE LIFE DREAM SHARED

BY MANY FAMILIES OF MODEST MEANS OF SENDING THEIR CHILDREN TO
COLLEGE HAS FADED.

~~AND, UNFORTUNATELY, THE PRESENT ADMINISTRATION DOES NOT APPEAR~~
~~TOO CONCERNED ABOUT THIS TREND.~~

BEYOND THE VERY CRITICAL COST CONSTRAINT, THERE ALSO IS
A CHANGING ATTITUDE TOWARD COLLEGE EDUCATION ITSELF. MANY YOUNG
PEOPLE ARE NOT GOING TO COLLEGE, OR AT LEAST NOT IMMEDIATELY AFTER
HIGH SCHOOL.

A FEW YEARS AGO, GOING DIRECTLY TO COLLEGE WAS A MUST. AS A
PARENT, YOU WORRIED IF YOUR SON OR DAUGHTER COULDN'T MAKE IT THROUGH
COLLEGE. AND YOU HAD A PROBLEM CHILD IF HE WANTED TO TRY SOMETHING
ELSE.

FOR YOUNG WOMEN, PARENTS OFTEN HAD A SECOND GOAL IN ADDITION
TO COLLEGE. THEY WERE EXPECTED TO HAVE A HUSBAND LINED UP BY
GRADUATION TIME. IT DID NOT MATTER, HOWEVER, IF THEY EVER USED THEIR
EDUCATION.

Nancy Edwards

FORTUNATELY, MANY YOUNG WOMEN WERE NOT WILLING TO ACCEPT THIS

ROLE.

↳ WE STILL ARE AWARE OF INSTANCES OF YOUNG PEOPLE WHO WENT OFF TO
COLLEGE, AS WAS EXPECTED OF THEM BY THEIR FAMILIES, ↳ THEY WERE
CAPABLE AND INTELLIGENT, BUT, FREQUENTLY COLLEGE WAS NOT FOR THEM.

↳ WHEN THEY COULDN'T MAKE IT FOR ONE REASON OR ANOTHER, THEY WERE
LOOKED ON AS FAILURES.

↳ I HOPE WE ARE PAST THAT ATTITUDE TODAY. ↳ WE CANNOT AFFORD NOR
SHOULD WE EVER THINK OF PUTTING THE STIGMA OF FAILURE ON CAPABLE
AND USEFUL YOUTH.

↳ IN FACT, WE HAVE BECOME MORE AWARE THAT COLLEGE IS NOT, ^{*always*} THE RIGHT
ANSWER FOR MANY PEOPLE. ↳ AND IT FREQUENTLY DOES NOT OFFER ADEQUATE
PREPARATIONS FOR USEFUL EMPLOYMENT.

The U. of M. Technical Institute at Waseca

~~THIS INSTITUTION AT WASECA~~ IS ONE VERY EFFECTIVE RESPONSE TO

Liberal Arts 4 year
SOME TO THE SHORTCOMINGS OF THE TYPICAL COLLEGE.

~~#~~
L AT A TIME WHEN WE ARE BEGINNING TO SEE THE NEED TO CONSERVE
OUR PHYSICAL RESOURCES, WE NEED TO MAKE A GREATER EFFORT TO UTILIZE
FULLY OUR HUMAN RESOURCES.

L I AM NOT AT ALL PESSIMISTIC ABOUT THESE EDUCATIONAL CHANGES.

L IN MY VIEW, WE NEED TO BE LESS CONCERNED WITH THE FORM OF EDUCATION
WHILE GIVING MUCH GREATER EMPHASIS TO ITS SUBSTANCE.

L ONE ENCOURAGING DEVELOPMENT IN COLLEGES IS THE MANY-FOLD
INCREASE IN THE PURSUIT OF INDEPENDENT STUDIES. THIS IS A VERY
USEFUL WAY OF GIVING TO MATURE STUDENTS THE FREEDOM TO DEVELOP,
DEFINE AND PURSUE AREAS OF INTEREST.

My HOPE IS THAT INCREASINGLY EDUCATION WILL BE VIEWED BY ALL AMERICANS AS A CONTINUING LIFE-LONG PROCESS.

The COLLEGES AND UNIVERSITIES ^{experiencing} ~~are~~ FINANCIAL WOES NEED TO MAKE MORE OF AN ADJUSTMENT TO MEET A WIDER RANGING CLIENTELE.

While MOST YOUNG PEOPLE MAY STILL CHOOSE TO CONTINUE THEIR EDUCATION DIRECTLY AFTER HIGH SCHOOL, INCREASINGLY OTHER OPTIONS

MUST BE DEVELOPED. People SHOULD FEEL FREE TO PURSUE A FORMAL

EDUCATION AT ALL AGES, PICKING UP A DISCONTINUED PROGRAM, ADDING TO OR SUPPLEMENTING AS DESIRED.

This APPROACH TO EDUCATION IS ONE WHICH MAKES SENSE IN TERMS OF SPREADING THE COSTS, AND IT ALSO IS IMPORTANT IN TERMS OF HAVING AN INFORMED AND RESPONSIVE CITIZENRY.

WITH AN EVER GROWING LIST OF COMPLEX ISSUES, WE NEED TO HAVE A
CITIZENRY WHICH CONSTANTLY IS BEING UPDATED IN ITS INFORMATION.

TREATING EDUCATION AS A CONTINUING PROCESS SHOULD LEAD TO AN IMPROVED
ANALYTICAL CAPABILITY ON THE PART OF OUR CITIZENS. THIS IS AN AREA
WHERE WE NEED TO MAKE IMPROVEMENTS, ESPECIALLY IN UNDERSTANDING
PUBLIC ISSUES.

FOR MANY YEARS WE HAVE OPERATED WITH A SIMPLE TRUST THAT ALL WE
AS CITIZENS NEEDED WERE THE FACTS. WHILE I WOULD NOT DENY THE
IMPORTANCE OF SOUND FACTUAL INFORMATION, IT IS NOT ALWAYS EASY TO
PRESENT JUST THE FACTS. WHAT FACTS ARE INCLUDED OR EXCLUDED AND HOW
PRESENTED MAKES A GREAT DEAL OF DIFFERENCE.

↳ BUT OUR PRESENT NATIONAL CRISIS ONLY HEIGHTENS MY CONVICTION
THAT AN ARRAY OF FACTS IS NOT IN ITSELF ENOUGH. ↳ WE NEED PEOPLE WHO
CAN WEIGH AND SIFT FACTS OF GREATLY DIFFERING IMPORTANCE.

↳ OUR PEOPLE CANNOT RELY ON GOVERNMENT OR THE MEDIA TO PUT THE
FACTS INTO MEANINGFUL CONCLUSIONS. ↳ THEY MUST DEVELOP THAT CAPABILITY
THEMSELVES.

↳ THE PRESENT WATERGATE TRAGEDY MAY WELL BE THE DISASTER OF THIS
CENTURY. ↳ BUT IF WE COME OUT OF IT WITH OUR INSTITUTIONS STRENGTHENED,
AND IF OUR PEOPLE COME TO REALIZE THE IMPORTANCE OF VIGILANCE AND
BEING ABLE TO REACH THEIR OWN REASONED JUDGMENTS, THEN ALL WILL
NOT BE LOST.

↳ BEYOND HELPING DEVELOP AN INFORMED POPULACE WITH IMPROVED
ANALYTICAL SKILLS, THE EDUCATION FOR LIFE ⁴¹APPROACH ALSO CARRIES
IMPORTANT PERSONAL BENEFITS.

THIS APPROACH SHOULD ENCOURAGE PEOPLE TO UNDERSTAND NOT JUST
THEIR PROFESSION ^{or skill,} BUT ITS CONTEXT WITHIN OUR TOTAL SOCIETY.

WE NEED PEOPLE WHO ARE EVER ALERT TO NEW IDEAS AND INNOVATIONS
REGARDLESS OF THEIR STATION IN LIFE.

AS OLIVER WENDELL HOLMES STATED,

Emerson

"EVERY CALLING IS GREAT WHEN GREATLY PURSUED.

AS LIFE IS ACTION AND PASSION, IT IS REQUIRED OF A MAN
THAT HE SHOULD SHARE THE PASSION AND ACTION OF HIS TIME,
AT PERIL OF BEING JUDGED NOT TO HAVE LIVED."

~~24~~
SINCE MANY OF TODAY'S GRADUATES WILL BE WORKING IN AGRICULTURAL
RELATED FIELDS, I WOULD SUGGEST THAT YOU BECOME FAMILAR WITH SOME OF

THE KEY PROBLEMS FACING AMERICAN AGRICULTURE *and its relationships*
to the international scene.

FOR EXAMPLE, HOW MUCH OF OUR CROPS CAN WE SAFELY AFFORD TO
SELL ABROAD AND STILL PROTECT OUR OWN FARMERS AND CONSUMERS?

HOW SHOULD WE GO ABOUT ESTABLISHING A SOUND NATIONAL AND INTERNATIONAL

SYSTEM OF FOOD RESERVES?

(*world food crises*)

ANOTHER AREA OF MAJOR IMPORTANCE IS NUTRITION. WE HAVE NOT
SCRATCHED THE SURFACE OF THIS PROBLEM.

CAN WE AS A NATION AFFORD TO CONTINUE OUR POOR DIET, THEREBY
INVITING THE POOR HEALTH WHICH OFTEN FOLLOWS? THE WORK TO BE DONE

IN THE NUTRITION FIELD IS UNBELIVABLE.

WITH MUCH OF THE WORLD IN NEED OF FOOD AND THE UNITED STATES A
FOOD SURPLUS NATION, THE LEVEL OF OUR PRODUCTION AND WHAT WE DO

WITH IT SPELLS LIFE AND DEATH FOR PEOPLE IN OTHER NATIONS.

Relationship of inputs to Agric. - Planting, Harvesting, Fertilizer, Credit, Processing, machinery, Storage, Transportation
YOU CAN SEE THAT THIS LIMITED LIST OF ISSUES IS INDEED CHALLENGING

FOR THOSE WHO ARE WILLING TO RESPOND. IT IS HARDLY A DULL FIELD,

EVEN SOME OF YOUR SOPHISTICATED CITY FRIENDS ARE BEGINNING TO SENSE

ITS IMPORTANCE.

I HAVE NOT LAID OUT FOR YOU A SCENARIO WHICH IS IMPOSSIBLE. BUT,

I HAVE NOT OFFERED AN EASY PATH OR A COP-OUT. THAT IS NO ANSWER AT ALL.

WHAT I HAVE PROPOSED IS AN ONGOING PATH WHICH OFFERS HARD WORK AND HOPEFULLY, FULFILLMENT! THIS IS THE KIND OF DEDICATION WHICH OUR NATION NEEDS, NOW MORE THAN EVER.

IN THE WORDS OF VICTOR HUGO:

"THE FUTURE HAS SEVERAL NAMES. FOR THE WEAK, IT IS THE IMPOSSIBLE. FOR THE FAINT-HEARTED, IT IS THE UNKNOWN. FOR THE THOUGHTFUL AND VALIANT, IT IS IDEAL.

THE CHALLENGE IS URGENT.

THE TASK IS LARGE.

THE TIME IS NOW."

THE CHOICE IS UP TO YOU. THE FIELD IS WIDE OPEN. ACCEPT THE CHALLENGE AND RUN WITH IT.

I WISH YOU EVERY SUCCESS.

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