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*2d Intern Conference
on agricultural Affairs
at S.D. State Univ
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ADDRESS OF VICE PRESIDENT HUBERT H. HUMPHREY
AT
THE INTERNATIONAL CONFERENCE OF EXTENSION LEADERS
JULY 22, 1965

This is the second
This is an historic moment. ~~Never before~~ have world-
wide Extension leaders in agriculture, home economics
and youth development gathered to discuss their opportunities
and their problems.

This is a meeting for a mutual exchange of ideas.

We look forward to learning from your experiences and hope
you will learn from ours. I have traveled in many of your
countries and have seen first-hand the ~~contributions~~ contri-
butions your Extension programs are making to the progress
of your people. Agriculture is a basic industry in nearly
every country. Agricultural development usually is the
forerunner to the development of other segments of a Nation's
economy. *and* There are many necessary factors to bring about

agricultural development and to stimulate growth, but of greatest importance is the development and application of new and improved technology.

Research is needed to find new and better ways of producing and distributing food and fiber.

Education - training is required to put these findings into the hands of those who produce the essentials of life. Education is the moving force behind the progress of man, his nation, and his world.

Much of the universal hope for world-wide peaceful social and economic progress lies in Extension education

. . . for what people do for themselves when they put

knowledge to work is what makes a strong and prosperous

economy and a great society and Nation.

(most people live in the Rural areas.)

Recent Century is a Race between Educ and Catastrophe

When leaders of national educational programs from
 the four corners of the earth travel together--as you are--
 in quest of the best ways to help people, we are on our
 way to the time when hunger, poverty and privation might
 be abolished and men and nations might be free.

War on Hunger!

I know what an Extension Service can do for people.

I have seen county agricultural agents at work advising
 farmers on how to grow more bounteous and higher quality
 crops. I have seen home economists showing homemakers how
 to feed and clothe their families better. And I have seen
 4-H Club leaders guiding the youth of our Nation to better
 tomorrows.

We have thought of education as a slow process.

It takes from 12 to 20 years to train our young people
 for a career. The things they learn in our schools and

colleges these days are almost unbelievable. But today

it is not enough to be able just to learn. We must be

able to teach what we learn to others and do so in a

practical way.

To learn - to teach - to act.

↳ Extension is an informal educational process. In this respect, Extension education is not a new idea.

↳ Man has shared his knowledge and experiences with his neighbor for many centuries.

↳ But what is relatively new is the adaptation of the philosophy of informal education to an organized system.

This organized system is ^{the} Extension. ^{Source.} It employs the

powerful resources of government with its institutions

of research and education for the benefit of greater

numbers of people. ↳ This unique type of education began

in the United States little more than 50 years ago with
the establishment of the Cooperative Extension Service.

↳ But its roots lay in legislation signed in 1862 by

President Abraham Lincoln. This legislation created the

United States Department of Agriculture and the Land-

Grant College system. The Department, the Universities

and the Cooperative Extension Service have played an

distinctive, important, and significant role in the

development of our nation. — *our Ag. Success*

↳ Today we look with pride on the achievements of this

three-way partnership of university teaching, research,

and extension. After 1930, faced with serious economic

depression and drought, American agriculture made sweeping

adjustments to improve its technological and ~~economic~~ ^{ECONOMIC}

position. Obviously, the tremendous progress of American

agriculture could not possibly have occurred without the

fundamental work of this educational system which ~~was~~ ^{undertaken}

~~done~~ in the preceding four or five decades.

↓ Cooperatively
REA

↳ There is a basic principle that grew out of our half-century of Extension work in the United States.

That is the recognized importance of developing and offering programs in response to the needs and wishes of local people.

↳ ^{attention} Our educational efforts are built from the people up -- not from the government down.

↳ Cooperatives
REA - Farm Credit!

↳ The fact that local people have played a major role in guiding these educational efforts has contributed much to the acceptance and ultimate effectiveness of Extension

work. In the eyes of local people, Extension has become
"our program" -- not a government or university program.

One of the great strengths of Extension work in
 this country is in its total ^{APPROACH} ~~approach~~ to the problems of
the farmer, the homemaker, the youth, and the community.

It is impossible to separate the occupational interests
 of the farmer or the city dweller from his home and family
interests.

4-H and other youth programs have been integral
 parts of Extension work. A ringing testimonial to the
 great work of 4-H has been the worldwide acceptance of
its ideals, principles, and methods. Similar youth
organizations have been formed in 75 other nations.

To date, more than 6 million youngsters are participating
in these clubs--more than 4 million of them in countries
other than the United States.

Your ^{PERSONAL} ~~personal~~ exchange of ideas will help shed new
light on common opportunities and problems.

Your work to accumulate facts about world-wide
Extension will serve as a mighty reference to others.

Your development of principles and guidelines for
Extension work will serve immeasurably to help all people
through Extension education.

Your new acquaintance with people of other nations
will open up many vital channels of communication for
later exchanges of ideas. To help keep those communication

channels open, you even may wish to consider the creation
of a worldwide association of extension workers.

And most important, your educational and leadership
qualifications obligate you to travel new roads of thought.
Extension must continually seek new and better methods--
methods which serve the present and the future--not the past.

The world-wide Extension program is people--not ~~the~~
commodities. Together we seek not only to eliminate
the specter of hunger from the face of ^{the}~~this~~ earth, but
to reduce the drudgery of those who toil on the land. We
do this that home and family life might be enriched and
that all men might be free to enjoy the fruits of their work.

Our motives are unselfish. Our methods are abundantly clear.

The knowledge and skill we share with our countrymen must in the final analysis be proved by man himself--to himself as he applies that skill and knowledge on his own land and in his own home. This freedom--this right to adapt and prove the knowledge we have to offer-- is the bedrock philosophy of Extension around the world.

The means lie in our ability to help people help themselves. It is in this confidence and dignity that mankind will progress and your land and mine will be a better place in which to live in peace and prosperity.

OFFICE OF THE VICE PRESIDENT
WASHINGTON, D.C.

Ruth -

As edited to
Sen. Mundt +

to Agr. Extension
people pls.

Ted

OFFICE OF THE VICE PRESIDENT
WASHINGTON, D.C.

JIM SAYRE, Federal Extension
Service

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U. S. Dept.
of

Agriculture

Attached are transcriptions
of the Vice-President's talk
Thursday p.m. before the
International Conference of
Extension leaders at the
State Department.

My agency would like to
print the speech ... so we
would appreciate an edited
and approved copy.

Thank you very much, Senator Mundt. Secretary Mann, distinguished ambassadors, and representatives of the many countries that are gathered here today for what I consider to be one of the more important meetings held in this nation's capital city.

First may I say to our friends that are not too well acquainted possibly with the Senator from South Dakota and the Vice President, that we've had a very fine and warm relationship over many years. Lest you have any doubt ^{about} it, they're not of the same political party, but we respect our sovereignties. He doesn't cross over to Minnesota to attack me nor do I cross over into South Dakota to counter-attack. And if we should [?] bury it at all, we always ~~pour~~ ^{fore-warn} ~~the~~ other fellow.

I've had the privilege of serving with the Senator for many years in the Congress. I greatly respect his dedication to not only our country and the cause of freedom and justice throughout the world, but also ^{to} the great agricultural areas of the world and the people of rural America and the rural areas in the world.

I want to visit with you today about this conference and to tell you a little bit about my views relating to Extension work. My family background is that of a rural background.

My father is a businessman in a rather small town that served a rural area. He was born on a farm. My mother's parents were immigrants and came to S. D., ^[and] established a farm home. I literally grew up in rural america. I feel very close to it. My interest in agriculture is not academic even though that ~~can~~ ^{would} be well enough. It is sentimental, personal, economic, and spiritual. I feel that an agricultural society is a sort of balance wheel for any growing and changing country. The strong roots of agriculture do much to give stability, give a sense of direction and purpose to any group of people, to any nation or any combination of nations. I noticed in the literature that I received in reference to the International Conference ~~for~~ ^{of} Extension ~~Leaders~~ that those of you who will participate in the ~~the~~ conference will travel from this Capital city across vast areas of America to the city of Brookings, South Dakota, where you will, of course, participate in the seminar ^{and} ~~at~~ the conference at South Dakota State University. Let me say, this is a fine university. It is one of the best. I have always looked upon it with a sense of parochial pride, having been born in South Dakota and reared there; and I must say that is mighty close to one of the best universities in the world, namely the University of Minnesota. I said to Karl up here a while ago, "How come ~~you are at this~~ this conference

went out to South Dakota State University?" Then I remembered his influence in the Congress and a few other things, and I withdrew the question. I said, "Why didn't it go to the University of Minnesota?" He said, "Do you have an agricultural school there?" Can you imagine a man saying that. I want to say we have a mighty good one. These are both land-grant colleges, as you know, and I shall make references to importance ~~of~~ of such an educational institution.

But let me say that five days ^{- - -} I've been told--you'll have five days to travel from Washington, D. C. to Brookings. I want to compliment those who have arranged this schedule because ever since I have been in the Nation's Capital, I have been complaining about the kind of tours that our foreign visitors make in this nation, particularly when those tours are mapped out by some of our Governmental officials. America is a great country of cities, and I was Mayor of Minneapolis--a city of over a half million people--so I am keenly interested in cities. But it is not just cities, it's also rural America. And you do not get to know America by just going to its ~~Capital~~ or New York or to a few of its big cities any more than we Americans get to know your country by just going to your ~~Capital~~ cities and a few of your big ports or some big metropolitan area. And I am so pleased this time that you are going

to take enough time to really see America, at least a great part of it. I understand that you'll be stopping off in Ohio, you'll be stopping off in Indiana and you'll be traveling across the great States, as we put it ^{the} the bread basket of the Nation. You are going to see some beautiful farm country. When I sing the song, "America the Beautiful," I think of our farm country. I think of our great plains, I think of the hill country. I think of the forests and ^{of} the streams as well as the center of culture and the metropolitan centers. The truth is, our country is more beautiful in the country. And we pride ourselves upon it. And I hope that it will give you the same inspiration ^{that} it gives me. I confess to you that when I become weary here in Government, as we all do in public life, there are times when ~~we~~ we begin to wonder about it, the best thing that ever happens to me is when I can get in the car ^{or} ~~and~~ get on a plane and go ^{out} ~~back~~ home. ^{to} touch the earth once again and gain the strength that comes from it, to meet with the people out in the country, to talk to them in a manner ~~+~~ which gives you a renewed confidence. You'd be surprised, as my wife ~~+~~ has said to me many times when she's out there in Minnesota and we live out there in the country--we have a small place in the country by a little rural community of about 300 or 400 people, she'll talk to me on the phone and say, "Well, how's your world down in

Washington? It's nice and peaceful out here." And when I come back to Washington and pick up the papers, I just shutter^{dd}. All at once the whole world is down upon us. The headlines tell us nothing but crisis and concern, difficulty. And out where I live, you'd be surprised how happy people are most of the time. The biggest problems we seem to have out there is when it rains too much or not enough. Or/you've had a ^{when} tornado, or a little flood, or you have had some act of nature. We occasionally are concerned, of course, about what happens in other parts of the world. I have a understanding of it, but it ~~isn't~~ ^{isn't a} constant spirit of crisis. And, frankly, while there are troubles in the world--as long as I can remember, there have been some--and I have been reading some of the ancient history and I think I should let you in on a little secret. This isn't the only generation that's had trouble. I think most of you will find that in your respective country, if you probe deeply enough, you will find that there was some trouble before you lived. It isn't your fault entirely, nor is it mine.

Well, that wasn't in the prepared speech. I just decided to tell you that just to sort of get acquainted. I understand,

(you correct me on this Secretary Mann and Senator Mundt if I'm wrong) that this is the second great

international conference that you've held at the South Dakota State University. I want to compliment that university for the leadership. And this is the second worldwide Conference of Extension Leaders in agriculture, home economics, and youth development gathered not to discuss ~~not~~ problems as much as opportunities. Let's quit worrying about all these problems all the time and think about all the opportunities we have, the challenges we have.

So this becomes a very historic occasion, your gathering here and the meeting you are about to attend. This is a meeting for the mutual exchange of ideas. And the only way one can have a mutual exchange of ideas is in mutual respect, tolerance, and understanding. You're never quite sure just ^{or not} whether your idea is the right one, but express it and let it go to the refiners ~~fire~~ of cross-examination and of debate and discussion. We look forward to learning from your experiences and hope that you will learn a little something from some of ours. I've never believed that we ought to have programs with stamped "made in the U.S.A." and tell people you take it just that way. Nor do I believe that we ought to adopt a program here made particularly in your country. What I think we ought to do is to learn from one another and adapt these programs to our respective needs and cultures, backgrounds, ^{geography} climate,

temperament and all that goes to make up a society. Now I've traveled in many of the countries represented here and I've witnessed first hand some of the contributions made by your own teachers, your own Extension leaders and your own Extension programs, and I want to salute you for the progress that you have made.

You know, I tell many of the young people that come to the visit Vice-President's office at the Capital about our history and I say this to you because many of you represent countries that have only recently gained your national sovereignty and independence and we salute you. Nothing makes me happier than when I see a country that has the opportunity to gain its own identity. It's a wonderful thing. It's almost like the establishment of one's own personality and I've reminded our young people that come from a rather rich America, a highly industrialized and urbanized America, I remind them of how it used to be around here. My goodness, all you have to do is read early American history and Washington, D.C. didn't always have buildings like this and we didn't always have all the nice things that the Nation's capital now has. As a matter of fact I let you in on a secret, the very place where you are now is where they used to herd pigs, not long ago, right here in this Nation's capital. And it is said without any disrespect but just as an item of our history that Mrs. Adams used to

hang the laundry out in the East Room of the White House.

Why do I say that? Because I think that we have to gain a sense of understanding and tolerance of what we are trying to do. We have to grow together. Everybody doesn't grow the same rate. Everybody doesn't have the same experience.

This is a country not old but it is a country that has had its ^{National} ~~same~~ identity for, well, nigh almost 200 years. And this indeed is quite an advantage. So when we talk of Extension here and Extension in some of your countries, we're talking about different rates of growth. We're talking about different experiences but I think you will find some common denominators.

One common denominator is this and let the words be understood. Agriculture is a basic industry. You have to eat ^{even} ~~even~~ before you have steel plants or great modern capital goods plants. And it's a basic industry ~~and~~ ⁱⁿ nearly every country. And agricultural development is usually the forerunner to the development of other segments of a Nation's economy. And I find all too often, at least it's my casual observation, that many of us want to project ourselves way deep into the twentieth century before we've had a chance to catch up with some of the fundamentals. You can't have a Ph.D. degree before you finish the second grade of high school. This is the same as saying that you need agricultural development just as we need it here in America before we can have a rich, prosperous and industrial

society. I say this primarily for my fellow Americans, because justice for the farm producer means justice for the worker, means justice for the corporation, means economic prosperity for the country. You can't have a three-legged stool with one of them sawed off and expect to have much stability or one of them shorter than the other. And that three-legged stool is management, labor or capital, and agriculture. And so Senator Mundt and ~~Hubert~~ Humphrey have been battling for years along with others in the Congress of the United States ^{and} out on the public platforms to get what we call "equality of treatment" for parity for our agricultural producers. And I think this is the cry all over the world. The producer of raw materials feels somehow or another that he is never given the same break, the same fair break, the same fair deal that somebody else gets. So I hope that when you confer that you'll even give thought to how you can improve those matters in your country just as we're attempting to improve them here in America.

Now there are many factors that bring about agricultural development and stimulate growth. But of greatest importance is the development and application of new and improved knowlege.

Research, that's a word that is being drilled into the American people today, all over the world, I think so. Research is need^ed to find new and better ways of producing and distributing food and fiber. Education ^{AND} training ^{are} required to put these findings into the hands of those who produce the essentials of life. Education is the moving force behind the progress of man, his nation, and his world.

Yesterday we concluded the White House Conference on Education here in Washington, D. C. I was privileged to participate in it. I believe it was H. D. Wells who said that "civilization is a race between education and capacity." And I've never known a Nation that went bankrupt investing ⁱⁿ education. I've never known a nation that was ^{the} poor ^{er} because it poured its resources into education ^{and} training.

Here in America we have been doing a little checking up and we've found out that we haven't been doing enough. We've found out that we've had millions of children, if you please, that have been inadequately educated. We find that this is a drag on our economy, ^{That it's not only} but ^{morally wrong,} it's not only unjust, /it's economically bad. So we're beginning to pour in resources into training and education. I could tell you stories here today that would

just gladden your heart on what we've been able to do in terms of training and education. I had a Governor of a State tell me just the other ^{day} where there were seven thousand five hundred men ~~that~~ ^{who had} been without work in this particular area because of the change of industry, the change of technology. Seven thousand five hundred ^{who} have been without work three or four years, and they were put into Manpower and Training Development courses. They were retrained ~~in~~ for new industries, new jobs and within 90 days after they had completed their training, 5,000 of them were ^{gain} ~~game~~ fully employed and had good wages once again. Self-respecting individuals. We know it works. We know it, just as we know that certain medicinals cure disease. We know that training and education does the job. And I want to say that there's no way in the world that we can improve our economic base and no way that we can improve agriculture without modern educational techniques and application.

Much of the universal hope for worldwide peaceful, social and economic progress and that's what we're interested in, lies in Extension education....for what people do for themselves when they put knowledge to work is what makes a strong and prosperous economy and a great and growing Nation.

When leaders of national educational programs from all over the world, such as we have here, travel together in search of the best ways to help people. I think that we can say then that we are on our way to the time when hunger, poverty, and privation might be abolished and men and nations might be free.

I'm speaking to leaders here today, and I want to speak to you in those terms. There is no excuse for hunger in the modern world. There was a time that you could have said there was nothing we could do about it. There's really no excuse for disease in the modern world, that is, catastrophic disease, because we now do know if we're willing to share the knowledge and put it work, how to cure, how to heal the sick, how to feed the hungry, how to teach the illiterate, and indeed how to make the blind see. We know how to do it and we ought to get it done. (Applause) I suppose my grandfather could have said that there wasn't much he could have done about it, because at the time he was alive or when he was a young man there was not the knowledge to overcome hunger. But today we can have bread on the table, if we'll get at it. And, oh how I wish that we could pour more of our resources into these great efforts. I think that if we could do it--if we could ~~just~~ once turn around and get this job done--that so many of our problems would at least be manageable.

Now, I know ^{what} ~~that~~ the Extension Service can do. I've watched it at work. I've seen county agricultural agents at work. I've worked with them. I've seen them advising farmers on how to grow more bounteous and higher quality crops. I have seen home economists showing homemakers how to feed and clothe their families better. And I have seen our 4-H Club leaders ⁴ ~~guiding~~ the youth of our Nation to do better things for tommorrow.

We have thought of education as a slow process. It takes at least 12 years and sometimes twenty to train our young people for a career. The things they learn in our schools and colleges ^{these days} ~~today~~ are almost unbelievable. But today it is not enough to be able just to learn. That's a selfish statement, if you only learn. We must also share the learning, to be able to teach, to teach what we learn to others and to do so in a practical way. Right out there in the battlefield, ^{of} social discontent and social problems. I said to this group of educators ⁹⁷ ~~about~~ ^{from} our great universities, I get a little weary, may I say in the presence of educators, of university of professors who are the best we have in terms of teachers. They're the finest. I get a little weary of them sitting up a little ^{aloof} ~~aloft~~ from the battle. I say, "Look, get down in there with your knowledge, get ^{buffeted} ~~bustled~~ around a little, come out with a few

bruises, meet the problems right out there where they are. That's where we need the better teachers, we need the best teachers in this country, in this America of ours, in our slums. We need the better teachers in the rural areas where there is some rural poverty. We need the better teachers where people have been denied. We have to turn things upside down. We've had the better schools where the people have had the most. We need the better schools where the people have had the least. That's the only way we are going to change. (Applause)

We also know that Extension is an informal educational process. Extension education is not a new idea. Man has shared his knowledge and experiences with his neighbors for centuries.

But what is relatively new is to apply this philosophy of informal education to an organized system, not just let it happen by happenstance. This organized system is the Extension Service or the Extension programs. It employs the powerful resources of government with its institutions of research and education for the benefit of greater numbers of people. This unique type of education began here in our country a little more than 50 years ago with the establishment of the Cooperative Extension Service. But its roots as has been indicated here lay in legislation signed in 1862 by President Abraham Lincoln. This legislation created the

United States Department of Agriculture and the land-grant college system. If I were to try to put my finger upon the secret to the productive abundance of American agriculture--and I'd like to brag here just a minute--there just ~~isn't~~ isn't anything that produces as much. They talk about our factories, they talk about worker output. We talk about the productivity of industrial plants. They run a poor second when it comes to improved technology and productive capacity when measured against agriculture. Now what is the secret to this great bountiful production of quality crops in large quantities, quantities beyond what we know what to do with at times. The secret is the land-grant college and the Extension system. The Department of Agriculture, the Universities and the Cooperative Extension Service have played a vital, ~~important~~ important, and significant role in the development of ~~our~~ ^{this} nation.

We've been able to release the manpower from our farms to go to our cities, to go to our factories, to go to our universities, to go to our laboratories. Today we have a very small percentage ^{of our people} on our farms, and we produce more than ever before. We eat too much.

We look with pride on the achievements of this three-way partnership of university teaching, research, and extension. That means learning and doing. After 1930, when we faced very serious economic trouble^s of depression and drought, American agriculture made sweeping reforms and adjustments to improve its technological and economic position. Obviously, the tremendous progress of American agriculture could not possibly have occurred without the fundamental work of the educational system which ⁱⁿ you represent, which you've demonstrated interest. And that educational system had been at work for four or five decades--the Extension Service.

There is a basic principle that has grown out of this half-century of Extension work. This is the recognized importance of developing and offering programs in response to the needs and the wishes of the local people. Not programs that somebody just conjured up in the Ivory Tower and said now you just try those. Not programs that someone that didn't know the difference between ^{as} ~~what~~ we say a cob of corn and a ukulele or a violin. The programs, if you please, that were fashioned out of the need^s and the requirements of the people. Our ^{Extension Service} educational efforts are built from the people up--not from the Government down. And everytime I see an agricultural

program that fails here or elsewhere, I can tell you where it started, just as surely as you're gathered in this room. There's never been a person born that could figure out an agricultural program from on top. You have to figure it out from the bottom on up and the sooner ^{we} ~~the~~ we learn that individually and collectively, the sooner we'll start to serve the people because agriculture is a ^{very} personal, intimate, localized, fraternalized type of business and occupation.

The fact that local people have played a major role in guiding these educational efforts has contributed much to the acceptance and ultimate effectiveness of Extension work. Look at our great cooperatives all over the world. Without the cooperative movement in this country, I don't know what our farmers would do. The Cooperative movement is people pooling their efforts, pooling their knowledge, learning together, working together, marketing together, producing together, distributing together. And they learn a great deal from each other. The Secretary mentioned our electricity. ~~They~~ there's enough potential power sites in the world, my dear friends, for every farm family, every rural family in this entire globe to have electrical power. Make no mistake about it. ~~If~~ We could convert some of the resources that are used for other forms of power into rural

electric power, what a happy day that would be. Farm Credit, supervised credit, what a desperate need. I keep working in our Government here on these programs, I believe in them so strongly, I just know that they work, but I know ^{that} they have to work and come from the people. In the eyes of the local people, therefore, the Extension program becomes their program, not the Government's, not a university program.

One of the great strengths of Extension work in this country is in its total approach to the problems of the farmer, the homemaker, the youth, and the community. It is impossible to separate the occupational interests ~~of~~ ^{or} the farmer or the city dweller from his home and family interests.

The 4-H and other youth programs have been an integral part of this Extension work. And a ringing testimonial to the great work of the 4-H Club movement has been the worldwide acceptance of its ideals, principles, and methods. Similar youth organizations have now been formed in 75 other nations. To date more than 6 million youngsters are participating in these clubs. If you want to find the best farm producer in your country, just find yourself a 4-H clubber. You've already found it, you don't need to look any further. More than 4 million of these 6 million are to be found outside of the United States. So I salute you. Your work is of monumental importance. Your work to accumulate facts about worldwide

Extension will serve as a mighty reference source for others.
 Your ~~The~~ development of principles and guidelines/that you for Extension work
 will develop in conference will serve immeasurably to help
 all people through Extension education.

You new acquaintances with people of other nations will open up many vital channels of communication. And I am hopeful that you may before you leave this great area that you are going to visit that you may consider a creation of worldwide association of extension workers. You'll have much to talk about regardless of ideology, of geography, of country or form of government, you'll be able to break through. Because, make no mistake about it, the rural people of the world have been denied. They are the victims, may I say, all too often, of being the forgotten people. And they need to have a friend, and that friend needs to be one that works with them day in and day out. And that Extension worker can be that friend that can put a band of friendship and fellowship across this globe that will ^{go} beyond political parties or national sovereignties or political ideologies.

And most important, your educational and leadership qualifications ^{I believe} obligate you to travel new roads of thought. Extension must continuously seek new and better methods. The old must be reexamined, the new must be tried.

The worldwide Extension program is people--not commodities.

Together we seek not only to eliminate the specter of hunger from the face of this earth, which we can do but to reduce the drudgery of those who live on the land and toil ^{ON} the land. We do this that home and family life might be enriched and that all men might be free to enjoy the fruits of their work.

Our motives are unselfish. Our methods are abundantly clear.

The knowledge and skill we share with our countrymen must, in the final analysis, be provided by man himself--to himself as he applies that skill and knowledge.

Q This freedom--this right to adapt and prove the knowledge we have to offer--is the bedrock philosophy of Extension around the world.

The means lie in our ability to help people ^K help themselves. It is in this confidence and dignity that mankind will progress and your land and mine will be a better place in which to live in peace and prosperity.

May I say that there'll be no peace for any of us until mankind has the hope of a better life. And that hope for a better life is in the hands of the teachers and the educators. Yes, of the extension worker. We're the peace makers, and we haven't done our job well enough. And if we do a better job of building this bond of fellowship, of knowledge, of

understanding across this great globe of ours, no one will
be able to destroy it. So I charge you with the responsibility
of doing your job in building the peace that all of
us so desperately desire.

Thank you.

(Applause)

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