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**OFFICE OF THE VICE PRESIDENT**

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NOTES  
VICE PRESIDENT HUBERT HUMPHREY  
QUESTION AND ANSWER SESSION  
KENT STATE UNIVERSITY  
AKRON, OHIO

May 4, 1968

I understand I've arrived here hard on the heels of a mock Republican convention.

Calling a Republican convention a mock convention seems a little redundant but then so does the Rockefeller-Percy ticket you nominated. Talk about the groundwork for dynasties....

\* \* \*

This is a sobering time in the American academic community.

We have just experienced some trying, and sometimes tormented, days on university campuses across this country. Some are still gripped by violent unrest and protest.

What is happening?

To understand, we need to look back to the civil rights protests of the early 1960's, when students began to take a more active interest in political and social and academic issues. They began responding to the needs and problems of the hour -- no longer content with education composed of alternating periods of idle amusement and secluded study.

Students began taking direct action in the cause of human freedom, dignity and justice.

And that current is still clearly with us. I recently noticed, for example, that VISTA applications are now at an all time high.

But there has also been a new wave of another kind of student protest. I think its beginning can be dated in 1964 -- the year of the Berkeley disturbances.

Whereas the earlier examples of student power were affirmative protests directed against long-standing social and economic inequities, the more recent disruptions too often have been characterized by a disturbing negativism -- an indiscriminate striking out against all order, both within the university and in society-at-large.

I know there is much that should be changed in the running of many colleges and universities.

The proper roles of students and faculty -- their respective obligations and responsibilities -- in the life of a university are not easily defined. Nor is the role which the university should assume in its immediate neighborhood, city, state or nation entirely clear.

Free men have always struggled to find the proper balance between the impulse toward individualism and the maintenance of social order.

This process has never been easy.

And the business of hammering out these relationships is bound at times to be disruptive and emotional -- in a university or in a nation.

But it is precisely at these times when the need is greatest for self-discipline, humility, and a maturity which respects opinions different from our own.

When speakers are silenced and libraries are closed... when classes are called off and the police are called in -- free speech and free inquiry are in serious jeopardy.

In a free society where an ultimate commitment to strive for a workable system of individual freedom and social responsibility is lacking, chaos, division and despair are the only possible result.

But where this commitment exists, the exercise of "student power" on a university campus can be an affirmative, constructive, and healthy sign of a community responding to deeply-felt and fully legitimate human needs.

Where this commitment exists, student power will be an inextricable part of a broader movement toward a truly just and open society -- a society where all are full participants and full beneficiaries.

Now let me hear from you.

# # #

✓ Good news - (Paris May 10th)  
(our negotiator not walk out)

✓ Institute China Newsmen to U.S.

✓ Eastern Europe

✓ Jarring mission (m.e)

- ✓ President White
- ✓ Dr Harris
- ✓ ~~Cong Ashley~~

NOTES

VICE PRESIDENT HUBERT HUMPHREY

QUESTION AND ANSWER SESSION

KENT STATE UNIVERSITY

AKRON, OHIO

2<sup>nd</sup> largest State University in Ohio

8-7

Student enrollment MAY 4, 1968 (For)  
 18,500 on Campus -  
 25,000 with 10 Branch Campuses.

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Calling a Republican convention a mock convention seems a little redundant but then so does the Rockefeller-Percy ticket you nominated. Talk about the groundwork for dynasties....

\* \* \*

Center for Urban Regionalism

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# # #

OFFICIAL TRANSCRIPT  
OF THE  
ADDRESS TO THE KENT STATE UNIVERSITY COMMUNITY  
BY  
THE HONORABLE HUBERT H. HUMPHREY  
VICE PRESIDENT OF THE UNITED STATES

As transcribed by  
Dr. Richard D. Featheringham  
and  
Professor Louise H. Wheeler  
of the  
Department of Office Administration  
Kent State University, Kent, Ohio

Memorial Gymnasium  
Kent State University  
Kent, Ohio

May 3, 1968

ADDRESS BY THE HONORABLE HUBERT H. HUMPHREY  
Vice President of the United States  
May 3, 1968

Thank you very much. Well, Mr. President . . . that is generally the way I start anything I have to say these days. (Applause). President White, Doctor Harris, members of this distinguished student panel, members of the press, members of the student body, faculty of Kent State University, and friends. I want to say that if I can get one-half of this amount of applause at the Democratic National Convention, as I got here today, I am in. (Applause). I want to thank you Republicans, too . . . just keep up the effort at the Democratic National Convention. Now, ordinarily, I have never made a statement like that. Because, when I accepted this invitation to come to this wonderful university, my heart was pure, my intentions were normal, and my ambitions were curbed. But since that time, many things have happened . . . many, many things have happened. I don't think I will recite all the things that have happened since that time. Since that time I have had the chance to reappraise my positions, and here I am. Here I am at the second largest state university in Ohio. (Applause). Here I am in the 26th largest university in the United States of America. (Applause). Here I am being introduced by one of the greatest university administrators and scholars in America, your own President White. (Applause). You will never know how happy I am just to be "I am."

You know, it used to be pretty hard to have a vice president get an invitation to go anyplace. I understand the student body here had quite a discussion, and they had to vote. Finally they decided to extend me an invitation. They were running out of speakers. It is sort of like the fellow who was a manager of one of our local industries here and was taken ill and sent off to the hospital. He

was there a week, and no one wrote to him. A second week went by, and no one called. Then it was decided after three hours' discussion to call in the executive commissioner of Local 100. After due consideration, they adopted the following resolution: We hereby move by a vote of 8 to 7 that we wish you a speedy recovery. I want to thank all eight that came out today. It looks good to me. (Applause).

I understand that I have arrived here on the heels of a mock Republican convention. I am surely happy that the air is so pure today. It does seem better. Calling a Republican convention a mock convention seems a little redundant. (Applause). But then so does the Rockefeller-Percy ticket that you nominated . . . both, by the way, fine gentlemen--very fine gentlemen. (Applause). Both men are doing wonderful work in their present jobs. (Applause). And I see no reason in interrupting a thing that is going so beautifully. (Applause).

Now, my friends, I am going to say just a few words of what I hope is some serious note to you. (Applause). I think that is a good idea. You know, I have a few people spotted in the audience, and he (sic) claps at the wrong time.

I want this meeting to be primarily a meeting in which this can come from this panel and we have to save some time. I know this panel is anxious to take their first bite at a live Vice President. Say what you will, I am just that.

This is a very sober and challenging time in the American academic community. I am interested in the American academic community for many reasons. I am, in a very real sense, a refugee from the classroom. I have been both a student and teacher, both a graduate student and professor. I have taken a great deal of interest in excellence in education . . . in our educational structure.

We have just experienced some very trying days in the universities throughout this country. Some are still in a period of unrest. I want to commend this

student body, knowing that this campus is known for its full academic freedom, and knowing that President White has encouraged the fullest dialogue of every issue. We need to ask ourselves what is happening on campuses. Students are asking university faculties and administrators to work with them as partners, to work with them in building curriculum, to work with them in trying to make education relevant to their needs and our times. I think this is highly commendable. I do believe that many a student has been disappointed with our universities because they have not had the chance to come in contact with those men and women they were led to believe were the gifted on the faculty. President White, I would like to leave a copy of my credentials with you, just in case, as I go out of here today.

Could I say that I think those of us who have been faculty members all gained a great deal of information from our dialogue and our communication with our students. I find this to be very necessary; and may I say this is true now in our youth opportunity program where we work with the militants . . . not work on them, but with them . . . not ignore them, but ask them to participate. This is one of the reasons . . . in the earlier days at least . . . I pleaded for student action. To understand a little more about the action and protests of students, we need to look back to the civilrights protests of the early 1960's, when students began to take a much more active interest in political, social, and economic issues. In fact, I think it is fair to say we would not be so far along as we are today in the basic law of this nation, relating to full protection of civil rights, were it not for student action. These students began responding to the needs and the problems of the hour. They were no longer content with education composed of periods of idle and secluded study. I am one of those teachers who believes that a university ought to be a scene of action . . . not just a meadow of meditation. (Applause). I believe the greatest laboratory is at our fingertips--the community in which we

live . . . and this is particularly true of a liberal arts university. It is particularly true for those of us who are in the field of humanities and in the social sciences. Students began to take direct action in the cause of human freedom, dignity, and justice in what we call sit-ins and the freedom lines . . . and that current is still clearly with us.

I recently noticed, for example, that a program that I am very close to, called VISTA (Volunteers in Service to America) . . . that program today has an all-time record of volunteers. I think it should be spread also upon the public record that there are literally hundreds of thousands of college students today that are working in the ghettos of our cities, that are helping deprived young people gain a better understanding.

I was at Marshall University, in Huntington, West Virginia, just last week; and I said to that student body what I am going to say to you. Look! If anybody has enough energy, get-up and go to demonstrate for whatever cause it may be, he has enough energy and get-up and go to volunteer some time to help a needy person. (Applause). . . to help somebody stand on his own feet. (Applause). And I want you, in your own way, to find how you can best do it. I have talked to my young friends in the fraternities and sororities, and clubs; and I have said, "Why don't you just get together, and instead of having Hell week, have help week?" Help somebody! (Applause). We desperately need young men and women today to help supervise playgrounds, to work in settlement houses, to do a thousand and one things. The only answer I know in America to the bitterness and the frustration and the hate is for some of us who have a better place in life to show that we care, that we are concerned, that the principle of love is not just a word . . . it works! and we are going to do something about spreading it in our own way. (Applause).

Now these earlier examples of student power, including everything that has happened around our campuses from Berkeley on, were, I think, affirmative

protests directed against long-standing social and economic injustices and inequities. There are young people today who have it better than some people have had it before. They know that there is something wrong in this country. They know that! (Applause). And I am one of these that believes that if you know it, the thing to do is not to shout about it and talk about it, but go to work and help people amount to something. (Applause).

The more recent disruptions, such as we have read about in our large metropolitan press, have been characterized by a disturbing sense of negativism and indiscriminate striking out against everyone and anybody . . . all of those striking out against all the world, both within the university and the society at large. And I can think of one city now in which there is massive student . . . in which there is active student protest by a minority . . . a city that is cursed by slumism.

And any student that has the get-up and go to make trouble for a university president, or a university itself, ought to have enough courage, enough decency to go out and help a poor kid get a break in life. That is what he ought to be doing! (Applause). It is a sad day when a college campus has to portray the picture of brawling students with police. A sad day! Universities ought to do better than that. Universities ought to set the example for a better society. Students who are privileged to go to a big university ought to set that example. You don't set the example by proving yourself to be a bully in the streets. You set the example by extending a helping hand . . . by volunteering . . . by trying to do something about the problems that are close at hand . . . by helping that person through school . . . by going in and helping clean up the slums . . . by being a good citizen. I have sensed across this country that university students want to do this, and I am going around this nation and asking them to help. I want to convert student power into positive student social justice for the people today who have been the victims of injustice. We can do it, my

Now I have a lot more written out here; and, my good friends of the press, all that I have said . . . that is for you. And I am not going to take any more of your time.

The proper role of students and faculty is a difficult one. I can just say this--that if this country--if this nation, with better than 100 years of freedom . . . if this nation hasn't learned how to promote change with order and to judge order with change, then there is very little hope for anyone else. This is a nation that has been fortunate in its economy--in its economic growth--a nation that has known unparalleled prosperity. If we can't do something with our science, with our universities, with our know-how to adjust the difficulties and the inequalities within a framework of law and order . . . if we can't do something with positive social progress, then what makes you think there is much hope for people of other parts of the world that have had so little to do with?

So I come to ask young Americans to remember that while you are the inheritors of a great nation and a great heritage, that those who inherit and only exploit their inheritance are not worthy of it. But those who inherit and add to it, redesign it, revitalize it . . . those are the real patriots of America. This is real patriotism . . . part of a real better America. That is the kind of patriotism we need in this country. Those who have the initiative should see to it that those who have too little know that democracy is not just government for the people, but is government by the people in a country where everyone has a chance to be an active participant in this country of academic freedom.  
(Applause).

*Doug Bennett*

Background Notes  
Vice President Hubert H. Humphrey

Kent State University  
Akron, Ohio  
May 3, 1968

Contact: Mr. Richard (Dick) Edwards  
Assistant to the President  
Kent State University  
216/672-2050  
216/672-2083

Occasion: Visit by the Vice President

Theme: None - this will be a spirited occasion with all attention focused on the Vice President; there will be a very mixed crowd paying tribute to the Vice President; he is expected to receive an exceptionally warm reception.

Time: 3:00 p.m. (Vice President's Remarks)  
3:30 p.m. (Reception in the gym following remarks)

Place: Kent State Memorial Gymnasium  
(seats 7,200 to 7,500)  
a stage will be set up - same arrangement used for graduation ceremonies in college gyms.

Audience: 7,500 to 8,000  
very mixed - high school students and high school officials, university officials and students, general citizenry, democratic party members (percentage of each is not yet known)

Platform  
Guests: (no other speakers, Vice President will be introduced by President White)

Robert I. White, President  
John Kamerick, Vice President and Provost  
John Bunn, Vice President for Business and Finance  
Ron Roskens, Vice President for University Relations and Student Development  
Eric Rackham, Executive Dean for Educational and Student Services

Background Notes  
Kent State University  
Page 2

Platform Guests:

George Betts, Executive Dean for Public Service  
and Publications  
Robert Morin, Co-Chairman, Faculty Senate  
Robert Dix, Chairman, Board of Trustees  
(owns local media, newspapers, radio, t.v.)

Additional Notes:

After the Vice President's remarks, the session will take the form of a question and answer session - a panel of four will lead the questions - this will take roughly 35 - 45 minutes:

Panel

Lewis Harris, Chairman, Political Science Department  
Constance Kotun, Graduate Student, Political Sci. Dept.  
William Vander Wyden, President of the Student Body  
Robert Pickett, Vice President of the Student Body

The Vice President will serve as moderator.

Additional information is available before 5/3 from our advance people at;

The Yankee Clipper Hotel  
Suite 702  
216/653-8153  
653-8111



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